

CHAPTER V

CONCLUSION

5.1 Conclusion

Grade VIII students at SMP Swasta Muhammadiyah 21 Dolok Batu Nanggar have low mathematical literacy skills. From a total of 102 students, there were 52 students answered questions with 13,73% of high-ability group students, 20.59% of moderate-ability group students, and 16.67% of low-ability group students. In addition, there were 50 students with 0 scores or students who were unable to answer the questions and only gave blank answer sheets with percentage 49.02% of the total students. There are some patterns in identified mathematical literacy indicators for subject 1, subject 2, subject 3, subject 4, subject 5, and subject 6 in solving question level 3 and level 4. In addition, for question level 5 and level 6, there are some patterns for high and moderate students but no pattern for low-ability subjects because the questions require high ability in mathematical reasoning and problem-solving ability. Different patterns were identified because their ability in solving the problem are completely different from each other so the identified mathematical literacy is different. There is less information that can be obtained because the subject's answer in their answer sheet is not finished and they cannot explain their written answer in the interview. Different indicators were found for each student in answering PISA-based questions at level 3, level 4, level 5, and level 6. The higher the level of the questions, the fewer indicators of mathematical literacy can be identified. The most-frequently-found mathematical literacy indicators among the six students working on the four PISA-based mathematical literacy questions were the formulate indicator (identifying mathematical aspects of a problem situated in a real-world context and identifying the significant variable) and the employ indicator (devising and implementing strategies for finding mathematical solutions).

5.2 Suggestion

Based on the research that has been done, the researchers put forward the following suggestions:

1. For teachers, it is known that each student has a different level of ability. Teachers should pay attention to students who have a low level of mathematical literacy. Students with low literacy levels should be given more practice with the aim of activating their mathematical literacy skills, including algebraic material.
2. For schools, it is hoped that schools can apply mathematics learning related to students' mathematical literacy abilities and can provide questions that are more helpful to students to improve their existing mathematical literacy skills. Every student has mathematical literacy skills within them, but the level of ability varies depending on the management. It is expected that with this research the school will have an overview of students' mathematical literacy skills and be motivated to improve each student's mathematical literacy skills.
3. This research is only to analyze the ability of mathematical literacy. For further research, it is better to investigate why students have low literacy skills and to seek innovation in the development of mathematics, especially in the field of mathematical literacy as a reference for future research, so that it can develop previous research and be able to add new insights and knowledge.