CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1. Conclusion

The results showed that students' scientific literacy skill on ecosystem topic at SMAN 17 Medan was 14,1% of students were in poor category, 8,6% were in very poor category, 37.3% were in fair category, and 37.3% was in good category. Students at SMAN 17 Medan were able to answer scientific literacy problem because of the use of inquiry and discovery learning models in the classroom and small percentage students who weren't able to answer is due to the lack of exposure of scientific literacy test to students.

For scientific literacy aspects, context, knowledge, and competency aspect are in medium category with the average score is 66,7%, 66%, and 67% in order. Highest percentage is attitude aspect with 71,1% is in high category. Of the three aspects that test students' intellectual abilities using tests, the highest aspect is the competency aspect and the indicator most mastered by students in this aspect is interpreting scientific evidence and data with the highest percentage of 74.5%.

5.2. Recommendations

Based on the results of the research that has been done, suggestions that can be conveyed are:

1. For teachers, it is expected to improve students' scientific literacy skills by providing learning on the basis of contextual project activities so as to stimulate students' literacy skills.
2. For students, it is expected to continue to study chemistry learning in depth to sharpen the ability to solve chemistry-related problems that occur in society.
3. For other researchers, if they intend to conduct research related to scientific literacy, they can use this thesis as a reference for further development research.