

CHAPTER V CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the results, the conclusions that can be drawn are:

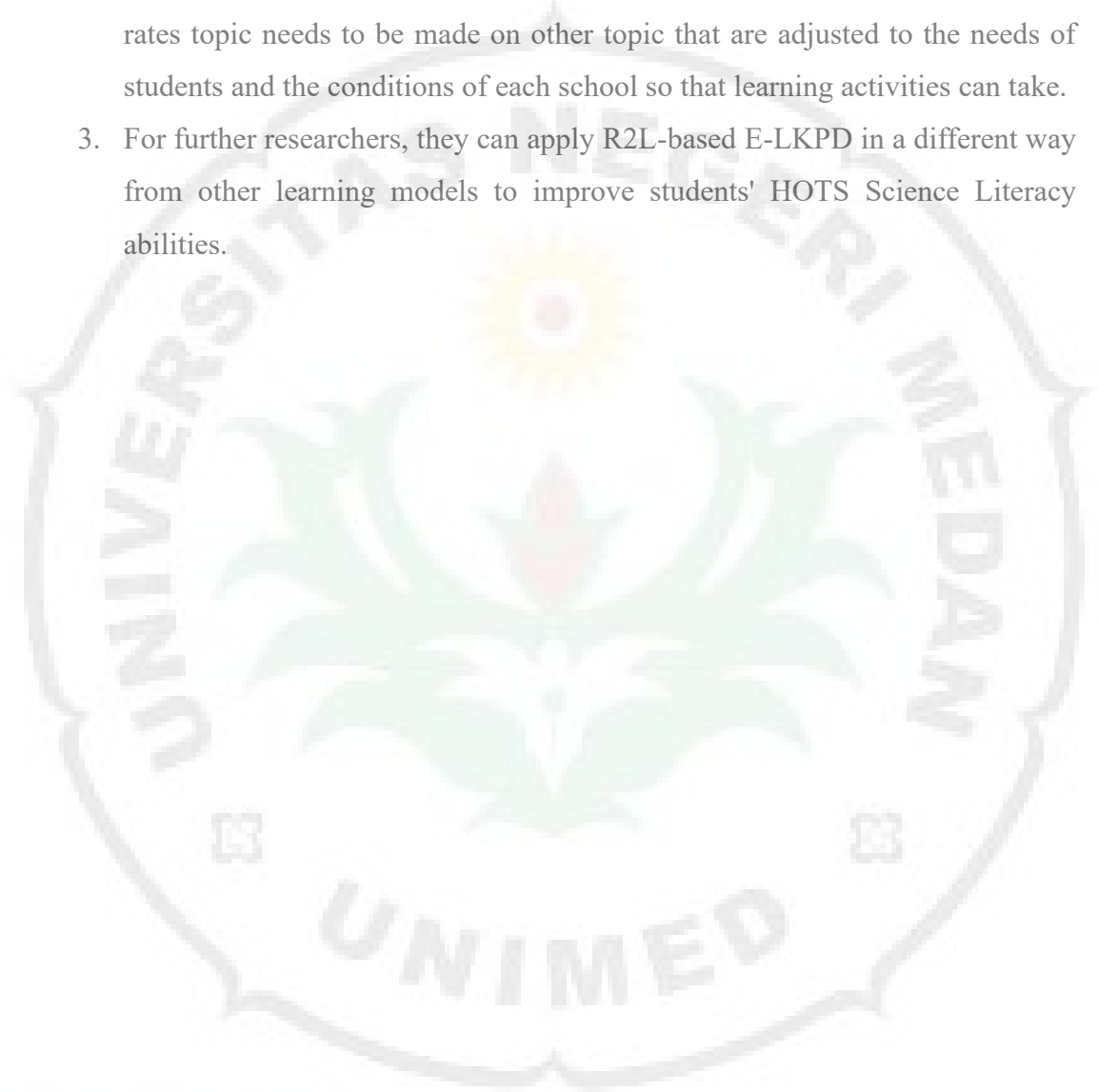
1. The results of needs analysis at SMA Negeri 5 Medan show 88.2 % students needed interactive E-LKPD based on Reading to Learn method on reaction rates topic and as many as 88.7% of students agreed to develop E-LKPD based on Reading to Learn method on reaction rates topic.
2. The feasibility level of interactive E-LKPD based on Reading to Learn method on reaction rates topic based on BSNP assessment resulted in an average score of 4.32 and percentage of students' response 87.4% with very high criteria results and valid criteria for use in the learning process.
3. There is a significant influence of learning using E-LKPD based on Reading to Learn method to Increase students' HOTS science literacy on the material of reaction rate. The sig value is $0.0010 < \alpha 0.05$, meaning that H_a is accepted and H_0 is rejected.
4. The effectiveness of using E-LKPD based on Reading to Learn method to Increase students' HOTS science literacy on the topic of reaction rate is less effective. The N-Gain value is 0.48 which is categorized as medium.

5.2 Suggestion

The researcher provides the following suggestions:

1. Researcher suggests to chemistry teachers to use E-LKPD based on Reading to Learn method on reaction rates topic as teaching module because this E LKPD has been declared feasible to use in chemistry learning, especially on reaction rates topic.

2. The development of E-LKPD based on Reading to Learn method on reaction rates topic needs to be made on other topic that are adjusted to the needs of students and the conditions of each school so that learning activities can take.
3. For further researchers, they can apply R2L-based E-LKPD in a different way from other learning models to improve students' HOTS Science Literacy abilities.



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