

## NOTES

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## Manuscript Peer Review

### Manuscript title :

Chemical Literacy Level of Students in Chemistry Education Department on Thermochemistry

**Similarity check: 29%** (It should be less than 25%)

### Evaluation Criteria Rubric:

Excellent : 5  
Above average : 4  
Average : 3  
Below Average : 2  
Poor : 1  
N/A: Not Applicable

Score	Content Criteria
3	Contribution to theory/program development (e.g. originality, creativity)
4	Appropriateness to the topic
4	Importance of the topic
1	Quality of the research method
2	Quality of the analysis
1	Quality of implication (e.g. practical ramification, cultural consideration)
2	Quality of writing (e.g. style, clarity, organization)
2	Overall significance

## Research Article Rubric

Excellent : 5  
 Above average : 4  
 Average : 3  
 Below Average : 2  
 Poor : 1  
 N/A: Not Applicable

Score	Content Criteria
2	Clearly defined research question
1	Comprehensive literature review
2	A defined Quantitative or Qualitative research methodology design with a supporting literature review of the selected methodology
4	A definable data set (quantitative) or coding criteria (qualitative) produced by the selected research design and from which the conclusions are drawn
1	A detailed conclusion with recommendation for further research
2	Provenance - are the author's credential? Are the author's arguments supported by evidence
2	Objectivity - is the author's perspective even-handed or prejudicial? Is contrary data considered or is certain pertinent information ignored or proved the author's point?
3	Persuasiveness - which of the author's theses are most/least convincing?
2	Value - are the author's arguments and conclusion convincing? Does the work ultimately contribute in any significant way to an understanding of the subject?

### Reviewer comments to author(s):

- In the introduction section, the article fairly confusing since authors using too general information which didn't back up the real problem this article trying to address.
- Authors failed to provide significant data and the analysis (if any) to the problem, much to reviewer understanding reading this article, authors mentioned several vital points which should be analyzed, the level of chemistry literacy (chemical content knowledge, chemical in context, higher order learning skills, and affective) but in the data/analysis section nowhere to be found.
- The research result in the article are inconsistent, in the abstract the data showed *"The measurement results show that 14.29% of students reach level 3, 71.42% of students reach level 2 and 14.29% of students reach level 1. These results indicate that there is no student that able to reach the highest level 4"* however in the result and discussion section *"high level; 21,43%, moderate level; 64,29% and low level; 14,29%"*
- The article showed weak research methods use, using simple descriptive and survey, not to mention far too few numbers of samples (n=14) to generate substantiated conclusion.
- In general, the English in the paper can be understood, however there are many terms and/or expressions that written in English, but it has Indonesian language contextual meaning. There are some major grammatical and typographic errors.