

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher revealed some conclusions after examining the research data. The researcher also gives several students, teachers and other researchers.

5.1 Conclusion

According to complex analysis, research, explanation and elaborative statements from the data on Chapter Four in this study, which analyzed the students critical thinking in writing hortatory exposition text of the second graders social students in SMAN 1 Tarik 2016/2017, this study arrived at a conclusion. From the two research questions in chapter 1, it can be concluded as follows:

The level of students critical thinking in writing hortatory exposition text. According to the result of analyzing the students' writing, the highest level that students had reached was in developing level. There were 9 students categorized to developing level. Meanwhile there were seven students categorized to the beginning level and last five students were categorized to unacceptable level. Moreover, the students' writing showed some aspects of critical thinking standard. Even though not all aspects were showed up, but it was appropriate to the level they had reached. The most frequently critical thinking standard that appeared were logic, relevancy and clarity. Over all, the students' writing mostly consisted of the critical thinking elements in writing hortatory exposition text such as issue, fact, opinion and conclusion. It did not matter because it had represented that the students' writing consist of critical thinking element and standard.

The factors influencing critical thinking. According to the interview result, there were three factors that mostly influencing the critical thinking of students. Those were reading habit, criticism to the issue and the last is external closures. Based on the result, the students of SMAN 1 Tarik should enhance their critical thinking through some factors that might influence it. Not only that, the

learning process also took a play in making the students better in achieving learning material. The teacher guidance also became one of way to enhance the students critical thinking.

5.2 Suggestion

For teacher

Teaching technique and materials in critical thinking should not be monotonous and out-dated. Teachers also have to give a clear explanation to the students about constructing a good argument because some students have wrong thought about making arguments. Not only that, classroom condition and situation should be noticed because it can influence the students pleasure.

For students

Based on the interview result, the students can train their critical thinking through some ways especially through self training by updating the recent news and viral issue. By updating the happening issue, students can give comments or criticize the issue by using their own thought. It helps to train their critical thinking development. The students should utilize their gadget and social media account. Not only that, joining some public seminars can encourage students to be more critic because having more knowledge will make the students more critic on something.

For other researcher

For other researcher of similar subject is suggested to make a better research. It can be by developing the research methodology and assessing other data not only using the students' writing. Furthermore, analyzing critical thinking in other skill such as speaking, reading and listening can be conducted to give more knowledge of critical thinking in otherskill in education field.