

Chapter Five

Conclusion and Recommendation

As the last chapter, this chapter presents the summary of this research including conclusion and recommendation of this research for the readers. The conclusion drawn from previous chapters. Besides, some recommendation in terms of students' critical thinking skill and their argumentative writing ability as well as for students, lecturer, and next researcher are discussed here.

Conclusion

Based on the analysis, it could be concluded that most of students EED UMY Batch 2015 have high ability in critical thinking level as shown mean 71.97 score level students. This research found that the students able to found the best way of handling problem. Most of them able to give reasons for opinions. It means the students were on high level of critical thinking to prove strong evidence. Additionally, each student would produce the different critical thinking skill level because all factors might have the different effect on each student.

The students' skill in writing argumentative could be seen from the score documentation of writing argumentative text in Interpretive Reading and Argumentative Writing Course. The finding showed that most of students EED UMY Batch 2015 have good score of argumentative writing as shown mean of their score was 78.18. based on academic guide score 61-85 are on the good category of students score of writing argumentative. It indicates that they were

capable to produce argumentative writing, through their effort in writing process, so they able to finish the task of writing argumentative.

To be highlighted, the result of this research found that there was no significant effect of students critical thinking toward their skill in writing argumentative text. It was because the number of the significance value was 0.869 which mean there was no significance effect of linier regression. Critical thinking ability has no significant effect to students score in writing argumentative text.

Recommendations

Based on the result about the effect of students' critical thinking toward students' skill in writing argumentative text of EED UMY Batch 2015, this research provides some recommendations for students, lecturer, and other researcher.

For the students, the students are recommended to improve critical thinking ability, because it is important for their learning process and achievement. The ways to improving critical thinking by practicing writing argumentative texts. The students need to have strong evidence in support the argument. Furthermore, the students should enhance the ability to expressing the opinion supported by correct information.

For the lecturers, the lecturers are suggested to provide the best way in teaching during learning process in the classroom. The lecturers have to encourage the students to increase critical thinking skill by writing argumentative texts. The lecturers also provide issue or subject for each meeting to practice students investigating ideas to make judgment into own perspective. Afterward,

the lecturers can engage the students to join the competition in writing argumentative a certain academic competition.

For the next researchers are recommended to investigate the same topic focused on gender or environment factor of critical thinking toward students' skill in writing argumentative text. Additionally, the next researcher recommended for use qualitative method to conducting the research. By using deep interview, the other researcher found the students' perception about critical thinking in interpretive reading and argumentative writing course.