

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion, the main concern of this

The research is at the level of students' critical thinking skills in writing hortatory exposition texts for the first semester of IKIP PGRI Pontianak for the 2021/2022 academic year. Based on the results of the study, it can be concluded that:

The results of the study showed that the average score of their critical thinking skills was 60.64%. Most of the students in the class have good writing skills, hortatory exposition text writing skills and good achievement. This proves that most of them are fourth-level or practitioner-level thinkers and fifth-level or advanced thinkers. This can be seen from the data findings that on the results of the student's test the percentage of students' critical thinking skills that 4% of students are excellent and 8% are very good. Students on good 33%, poor 29%, and students who are very poor 25%. This means that their critical thinking abilities and skills are well integrated. They really apply their skills and abilities in this class as a facilitator to improve their critical thinking skills. Students have not applied their cognitive skills when the teacher asked them to write their ideas in their writing hortatory exposition text.

Students' critical thinking skills in writing essays are seen from good to moderate focus. The researcher found here that students' critical thinking skills were quite good even though there were some students who were lacking in expressing their ideas in writing and there were students who did not provide clarity of main ideas and some students who did not show clarity of arguments from the topic.

However, the researcher found that many students were able to find the given topic because this topic was very closely related to their daily life on campus, so the main idea conveyed was very clear. Its means students show some standard aspects of critical thinking. Although not all aspects are shown, but it is according to the level they reach. The critical thinking standards that

appear most often are logic, relevance, and clarity. Overall, students' writing mostly consists of critical thinking elements in writing hortatory exposition texts such as issues, facts, opinions and conclusions. It doesn't matter because it already represents that students' writing consists of critical and standard thinking elements in writing hortatory exposition texts.

B. Suggestions

This suggestion is necessary for the relevant people, they are:

1. For the students

The researcher suggests the student to always apply critical thinking as well as possible in their daily life. Solve the problems with the wise thinking in order to make the students' life useful for around them.

2. For lecturer

Critical thinking is strongly correlated with students' writing ability. Then, it is recommended for English lecturers to further improve students' critical thinking in various ways techniques to let students easily develop cognitive levels in higher order thinking. Student did not think critically if they do not have the information they need. It's about learning how to dig through knowledge to find the most useful and appropriate facts to solve a problem.

3. For the next researcher

The researcher hopes for the next researchers investigates the students which have lowest critical thinking in their daily life and focus on the uniqueness of each individual in improving critical thinking. The next researcher might be better if they describe bravely about the students' way in building their critical thinking in their daily life. It will be useful because it will make their life to be meaningful than before if they know the way their thinking solve the problem.