

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion from this research. The conclusion is derived from data finding and data analysis in the previous chapter. Suggestion is made for English teacher of SMA N 11 Jambi, readers, and other researchers who would like to conduct the research in the similar scope.

#### **5.1 Conclusion**

After analyzing the data, obviously the students of SMA N 11 perceived that classroom discussion method was able to give significant impact to their critical thinking skill. All their responses toward the questions about their critical thinking skill are extracted into the following points:

1. The students were able to assess reliability, validity, and sources' potential for bias or judgmental error from any information. They claimed that they questioned every issue or information first by addressing 5W + 1H questions to find whether it is true or not. This action affected their ability in collecting the facts to support their arguments in case the issue was not true. Even, they also claimed that while having discussion, they were able to interpret implicit information, whether it is from oral or written reports. In other words, the students' ability to assess information through questioning is considered as having the basic skill of critical thinking skill process.
2. The students were able to respond to arguments by using facts. They argued that after being involved in classroom discussion, they were easier to collect the facts because they were more

active to find more arguments. This skill resulted from the activity of questioning by using 5W + 1H questions.

3. The students were able to judge the whether the information was true or not. Judgment is the closest stage to the end of critical thinking process that can be done after collecting sufficient facts in arguing. In relation to this notion, the students of SMA N 11 Jambi considered that they could do it after having group discussion.
4. The students were able to communicate their findings as the result of group discussion. This stage is regarded as the final process of critical thinking skill. They said that they were confident to do this activity because they were confident with facts or evidences to support their arguments.

## **5.2 Suggestion**

Since classroom discussion method is beneficial in improving students' critical thinking skill, the English teachers of SMA N 11 Jambi are suggested to keep implementing it in the classroom, so are other teachers. However, this research was done in a small scope that involved 15 subjects in a senior high school, so it is suggested to find out more relevant researches for those who are interested in this study so that there will be more generalization. In addition, for the next researchers who would like to do the researches in the same context are suggested to involve more students and more schools so that the result of the research can be more general.