

CHAPTER V CONCLUSION AND SUGGESTION

Based on the result of effectiveness of critical reading strategies on students' critical thinking ability in English Teacher Education Department at State Islamic University of Sunan Ampel study, the researcher concluded that:

A. Conclusion

In this point, the researcher concluded this study by relating the research question answer. Here are the conclusions:

1. Here, the researcher tried to describe the implementation of critical reading strategies on students' critical thinking ability at fourth English Teacher Education Department at UIN Sunan Ampel. Then, based on the researcher's experience in applying the treatment in this study, the process of critical reading strategies application is effective on students' critical thinking ability in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya, because it was running well. It can be proven by the students' critical thinking ability score after the treatment. They also applied the strategies very well. When the researcher asked some question about the arguments inside the text, the students were able to differentiate between writer's arguments and linguists' arguments.
2. Next, the researcher tried to signify students' critical thinking ability before and after treatment of critical reading strategies applied at fourth semester of English Teacher Education Department at UIN Sunan Ampel. Then, it can be concluded that there is a significant difference score between before and after treatment of critical reading strategies. It is proven by data analysis of *Effectiveness of Critical Reading Strategies on Students' Critical Thinking Ability* questionnaire, showed that the data is $83,9\% = 84\%$, which is inside 75%-100% interval. It means the Effectiveness of Critical Reading Strategies on Students' Critical Thinking Ability is very good. Based on the questionnaire also showed that the students could

solve problems in reading by analyzing voices or statements in the text. They also involved their point of view while reading which it is also one of the points in critical reading strategies. Other improvement prove of students' critical thinking ability is the result of pre and post-test. The result of post-test shows high improvement of students' critical thinking ability. That the average score of students' critical thinking ability before treatment (Pre-test) is 57.5000 and after treatment students' score (Post-test) achieve 75.7000, it increased 11.10140, so it means that critical reading strategies are effective.

3. Last, the researcher tried to classify the effectiveness of critical reading strategies on students' critical thinking ability at fourth semester of English Teacher Education Department at UIN Sunan Ampel. From the data analysis done by the researcher, such as hypothesis testing, t-test and t-table, it is known that the improvement of students' critical thinking ability in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya is significant enough. The improvement of students' critical thinking ability can also observed by using critical thinking criterion reference table which shows that from the result of pre-test (before treatment), there are 10 students who are categorized critical and there are only 3 students who are categorized very critical or advance. Then, after the post-test (after treatment), there are improvement in students number. There are 20 students which are categorized critical and there are 11 students who are categorized very critical or advance. From the prove above, means there is improvement of students' score result, it means that critical reading strategies are effective in improving students' critical thinking ability.

Based on the result of the study which has done, critical reading strategies are effective in improving students' critical thinking ability in English Teacher Education Department at State Islamic University. As what has been explained above, the prove is shown from students' score before and after the critical reading strategies treatment, which occurs improvement. Besides it, to know how

effective critical reading strategies on students' critical thinking ability in English Teacher Education Department at State Islamic University, it can be seen from hypothesis test which used paired two sample t-test counting. Based on t counting and t table with significance standard (*P-Value*) and its galat (5%) with $n = 40$. It is gotten that t-counting is 10,209, then the t-table with significance standard (*P-Value*) and its galat (5%) with $n = 40$, it gotten that the t-table is 1,684. From this result, it can be compared that t-counting value is bigger than t-table value ($10,209 > 1,684$). Thus, H_0 is rejected and H_a is accepted. Then, it can be concluded that critical reading strategies treatment are effective in improving students' critical thinking ability in English Teacher Education Department at State Islamic University.

B. Suggestion

Based on the conclusions which have been explained by the researcher above, then the suggestions which are given by researcher are:

1. The lecture can use *critical reading strategies* in critical reading class by using the guideline in this study, in order to guide students to be more critical in reading. Besides that, students are also able to practice critical thinking criterion while reading by the critical reading strategies. As what exists in critical reading strategies, students are able to involve their experiment and point of view while reading to analyze writer's and linguist's argument of an academic text. The lecture is also suggested to give more time to read critically to students, in order to maximize students' activity in reading.
2. Last, for the next study, the researcher may use critical reading strategies in his/her study as treatment or as analyzing tool with different research method. If in this study the researcher used pre-experiment research design, then the next study need to use higher experiment research design such as quasi-experimental design, because It will

focus on how to develop students' critical thinking by using critical reading strategies treatment.

