## **CHAPTER V**

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion drawn from research finding and discussion in the previous chapter. This research focuses on students` ability to think critically from external and internal perspective. The research question was "what is the students` ability to think critically in critical reading class of English Teacher Education Department of Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya 2015?." This chapter is divided into two parts. The first is conclusion and the second is suggestion.

## A. CONCLUSION

Based on the result of the analysis and discussion in the previous chapter, this research concludes that the students' ability to think critically is low. It is based on the students' critical thinking score. The average of the students' score is 13,17 which means low.

The students' level of critical thinking in critical reading class is on developing level. To make it clear, the conclusion will be explained below:

- 1. The students` ability to think critically
  - a. External perspective

The students' ability to think critically from external perspective was low. It is based on the average of the students' ability to think

critically is 13,17 in which the maximum score would be 32. The average percentage of the students' score was 13,2 %. Those calculation had meaning that only 13,2 % of the students who have high ability to think critically. Based on the hypothesis analysis, t-table (1.699) is higher than t-value (-7.352) which means that Ha rejected and Ho accepted. It means that Less than 70% students on critical reading class of English Teacher Education Department of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya have high ability to think critically. The students' score was low because they were not answer the critical thinking test based on the criteria (should give evidence and proof and elaborate it with their thinking clearly and precisely).

### b. Internal Perspective

Students` ability to think critically from internal perspective in critical reading class of English Teacher Education Department of Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya 2015 in critical thinking was regarded in developing level. The students still made mistakes when doing critical thinking test. The students can report what they have read and can make conclusion about what they were thinking with some mistakes.

# c. The relation between external and internal perspective

External and internal assessment was used to check whether the students' ability to think critically score was appropriate with the students' learning experiences.

### **B. SUGGESTION**

Based on the conclusion above, researcher suggests to:

# 1. University

Based on the researcher observation, there are still no results of study about critical thinking ability in the library. Therefore, the researcher suggests to the university to take this result of the research as sources in the library of State Islamic University of Sunan Ampel Surabaya. So, the students can use this result of the research as reference to study.

# 2. Teacher

Researcher suggest to English teacher to use some strategies and to give more exercise for developing students` ability to think critically especially in reading class. It is because critical thinking as important skill which is needed whether in education world, in work place, or in social life.

# 3. Next Researcher

To make this research perfect, researcher suggests to the next researcher to conduct such this research using experimental research. Providing a strategy which can improve students` ability to think critically is can be done.

