CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter elaborates on the conclusion, suggestions, and recommendation of the researcher in concluding this research. The researcher takes the result based on the research findings in the previous chapters about the proposed research questions.

4.1 Conclusion

Based on the findings and discussions, the researcher concluded as follows: the first research question is about levels of critical thinking achieved by students in learning speaking through asking and giving opinion. Based on the data, the researcher can conclude, from six levels of critical thinking according to Elder and Paul (2008). The researcher found three levels of critical thinking possessed by English club students. Level of critical thinking student with very good academic achievement is practicing thinking. Level of critical thinking student with good academic achievement is beginning thinking. Level of critical thinking student with poor academic achievement is challenged thinking. The researcher also analyzed speaking skills according to Brown's theory (2004) Based on the data obtained, the speaking skills of all respondents were the average level of speaking ability based on the researcher's rating in the observation.

The second is about the obstacles students face in critical thinking and how students overcome these obstacles in learning speaking through asking and giving opinions. Based on the data, the researcher can conclude, from the indicators of critical thinking skills according to Fisher (2014) are about certain topics in depth, asking questions, and finding relevant information. In thinking about certain topics in depth, in general, the obstacles faced by students are reasoning limited to certain topics and feeling confused assembling words in conveying the results of thoughts. And the way to overcome these obstacles is

to develop insight and create a core thought so that the intent of the opinions given is more structured. In asking questions, in general, the obstacles faced by students were in making question sentences, sometimes they forgot vocabulary and had anxiety about using grammar. And the way to overcome these obstaclesis to recall the appropriate vocabulary and make simple question sentences so that they are easy to understand. In finding relevant information, in general, theobstacles faced by students are having anxiety finding information that does notmatch the facts. And the way to overcome these obstacles is to seek informationfrom various sources and then choose which information is appropriate and be more careful in selecting information.

4.2 Suggestion

The following are suggestions for those who are involved in undertaking related research and part of the education.

For teachers, the researcher advises English teachers to give their pupils additional practice to foster their capacity for critical thought, particularly in speaking classes. This is because critical thinking is a skill that allows one to understand things more clearly, objectively, and logically.

For students, the researcher advise speaking English more frequently and actively. Speaking exercises include having conversations and expressing viewpoints. These exercises can encourage students to think critically, organizetheir thoughts into effective speeches, and produce ideas.

Future researchers, the researcher advises the following researchers to conduct this research using a better design and approach to make it flawless. The following researcher should hopefully perform studies on critical thinking in reading, writing, and listening as well because these activities are thought to be particularly useful for students and teachers.