V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher comes to the conclusions and suggestions of this research. In the conclusion, the researcher divides three points of view, while for suggestion the researcher also gives three points of view.

5.1 Conclusions

Based on the result of data analysis and discussion, it can be concluded that:

1. There is a difference speaking participation between all group of students due to critical thinking skill which is showed by the F_{Value} that was higher than F_{table} (F_{value} = 16.256, F_{table} = 3.35, F_{value} > F_{table}). The coefficient significant 0.000 (p = 0.000, p < 0.05) by using comparative study (One Way Anova).

2. The biggest difference mean showed by high and low critical thinking skill students. Thus, there is a difference speaking participation between high and low critical thinking skill students. Then students with high critical thinking skill have better participation than students with low critical thinking skill.

3. The students with high critical thinking skill gained better score on fluency aspect. Meanwhile, the students with low critical thinking skill gained better
score on encouragement aspect because they were being stimulated by other students.

5.2 Suggestions

Based on the conclusions above, the researcher proposes the following recommendations concerning findings as follow:

1. For the teacher, it is important for them to create an active and full of curiosity situation in the class for growing students’ critical thinking skill and to involve the students’ communicative speaking in English, both for the teacher and students and the students to the students. Besides that, the writer suggest the teacher to give interesting activity and appropriate teaching method to be a trigger in making students practicing a lot in speaking activity.

2. For students, they must have good confidence to introduce and reveal their ideas verbally. Having good confidence will encourage themselves to produce spoken English easier without feeling shy.

3. For the next researcher, the researcher advises to observe furtherly about critical thinking skill and what appropriate teaching treatment is for both students with high and low critical thinking skill.