

## V. CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research and suggestion from the researcher to further research. In addition, the researcher also provides English teachers some suggestions related to the correlation between students' critical thinking and their reading comprehension ability.

### 5.1. Conclusion

Based on the result of the data analysis and discussion in chapter IV, the researcher conclude that:

1. There is a significant positive correlation between students' critical thinking and their reading comprehension ability at the third grade of SMPN 3 Natar Lampung Selatan. It can be seen from the result of the hypothesis testing which showed that the coefficient correlation was higher than critical value of r table ( $.746 > .33$ ) at significance level .01. The null hypothesis is rejected, so therefore the hypothesis is accepted, which shows that there is significant correlation between students' critical thinking and their reading comprehension ability.
2. The correlation between students' critical thinking and their reading comprehension ability is significant with the determination coefficient ( $r^2$ ) value .557. It can be concluding that the contribution simultaneously of

students' critical thinking and reading comprehension ( $r^2$ ) 55.7% and 44.3% was affected by others variable.

3. The findings indicate that the ability in mastering critical thinking can help the students in reading comprehension. If the students master in critical thinking, the students easy to comprehend the text especially in analysis the text by using their thinking logically. On the contrary, if the students do not master, they will find some difficulties to comprehend the text.

## **5.2. Suggestions**

Based on the conclusions of the research, the researcher puts forward some suggestions, they are:

1. Readers
  - a. The students' must be use their critical thinking in reading text. When they do some exercises about reading test, they do not use dictionary again to know the meaning of word or text but they can use their critical thinking by using schemata or aspect of critical thinking. Its make them more efficient and practice in doing the reading test. After that, its make students' more creative and active in the class because students can show their arguments based on their knowledment and their experience.
  - b. The students should improve their reading ability by doing a lot of practice of reading English text not only at school but also at home. They are recommended to read some interesting topics to them so they

will not feel bored.

- c. In order to be successful in learning English text, the third grade students should make effort to improve their critical thinking mastery and reading comprehension. So, critical thinking and reading comprehension are ballance to be students' English master.

## 2. Teachers

- a. English teacher ask the students to try think logical in English. Moreover, critical thinking using in sains or mathematic but in English language, students must be use critical thinking to English learning. Then, teacher give the students practice one by one to test their critical thinking. So, the teacher can be measure students' ability in critical thinking especially in reading text.
- b. English teacher should give more explanation and attention to the students about the aspects of reading comprehension. The teacher may give more practice of reading by giving exercises on those aspects.
- c. In oder to increase the students' critical thinking and reading comprehension, the teacher must be make simple method of English learning to be more interesting and make students are more confortable when they accept the material to understand.

### 3. Further Researchers

- a. The question of critical thinking is too difficult for the students to understand the meaning. Then, the researcher suggests for further researchers to make simple questions to test students' critical thinking especially at the third grade of SMPN 3 Natar Lampung Selatan.
- b. Linguistic aspects in reading have many aspects. Therefore, the researcher suggests for further researchers to find another aspects in reading.
- c. The research is never give for the students some about critical thinking test. It was to measure students' think critically because the students are never test critical thinking. Therefore, the researcher suggest for further researchers to give the students' critical thinking for a week to find out students' use their critical thinking in reading. And also the research to investigate the correlation between students' critical thinking and their reading comprehension ability.