

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of this research explains conclusion and suggestion. In conclusion, the researcher summarizes the explanation of this research briefly. While in suggestion it presents the weaknesses of this research that are presented to be enhanced.

A. Conclusion

After conducting the research and analyzing the data in the previous chapter, it can be concluded that between three variables have correlate each other. The results which there is a significant correlation between students' vocabulary mastery and critical thinking toward their writing skill. This conclusion is proven as follows:

First, it is shown from Sig- tailed ($\text{Sig} = .012 < .005$). Also, it can be seen from Pearson coefficient correlation shows ($R=.224$) that indicates low correlation. Therefore, H_a is accepted and H_0 is rejected. In addition, X_1 (vocabulary mastery) variable gives correlation to Y (writing skill) variable.

Second, it is shown from Sig-tailed ($\text{Sig} = .001 < .005$). Also, it can be seen from Pearson coefficient correlation shows ($R= .294$) that indicates low correlation. Therefore, H_a is accepted and H_0 is rejected. In addition, X_2 (critical thinking) variable gives correlation to Y (writing skill) variable.

Third, it is shown from Pearson coefficient correlation shows ($R= .343$) that indicate low correlation. Therefore, H_a is accepted and H_0 is rejected. In addition, X_1 (vocabulary mastery) X_2 (critical thinking) variable give correlation to Y (writing skill) variable.

To sum up, students' vocabulary mastery and critical thinking give significant correlation toward their writing skill of argumentative text.

B. Suggestion

Based on the conclusion above, the researcher would like to offer several suggestions for the English teacher firstly. The teacher must implement the vocabulary mastery and critical thinking which be held in a high school students and gives the impact to writing skill of argumentative text. The strategy for enhancing students' vocabulary mastery such as games, using mnemonics, word cards, guessing from context, using dictionaries. In addition, the activities can be used to promote critical thinking such as analyzing texts, debating ideas, and problem solving

Secondly for students, which are suggested to learn new English vocabulary everyday through various kinds of tools consistently. Also, practice to solve the problem and make a decision in their life by using stage in critical thinking. The students are suggested to conduct writing of argumentative text with implementing vocabulary mastery and critical thinking in order to produce good written product. They should enjoy and appreciate every progress that they have done since writing is most difficult English skills.

Finally, for further researcher, who are interested in conducting similar study, they can use this research as references. Moreover, it suggests for further researcher to conduct this research with better preparation of research instrument, planning the right time, and adequate energy.