

CHAPTER VI

CONCLUSION AND SUGGESTION

This section is used to communicate the conclusion and make some suggestions to various parties involved in the research sector. The chapter is described in the following paragraphs.

A. Conclusion

There were four main objectives of this path analysis research. After successfully conducting this research, the researcher raised up some following conclusions.

1. The Direct Contribution of Students' Learning Styles toward Their Critical Thinking

The direct contribution of students' learning style toward their critical thinking revealed significant. According to the estimate value of path analysis, it was .333. It could be concluded that the contribution of students' learning style toward critical thinking was weak. Besides it, there was significant contribution and relationship existed between those two variables. P-value indicated .000 which was less than .005, and critical ratio was 4.370 which was higher than 1.96.

2. The Direct Contribution of Students' Learning Style toward Their Writing Ability

. The direct contribution of students' learning style toward their writing ability indicated significantly. It could be seen from P-value obtained that was .021 ($.021 < .05$). Next, the result of the Critical Ratio (C.R) was 2.307 which was higher than 1.96 at 5% significant level. Besides it, looking at the estimate value was .252. As the result, it could be concluded that H_0 was rejected, or it could be said that the contribution of students' learning style toward their writing ability was weak.

3. The Direct Contribution of Students' Critical Thinking toward their Writing Ability

There was a significant direct contribution of students' critical thinking toward their writing ability. Based on the P-value of .000 which was less than .005, the critical ratio was 19.938, it was said that H_0 was rejected. Then, the estimate value was 2.634. It could be concluded that the contribution of students' critical thinking toward their writing ability was high

4. The Indirect Contribution of Students' Critical Thinking through Their Learning Style toward Their Writing Ability

The result of the research explained that the indirect contribution of students' critical thinking through their learning style toward their writing ability was .663 (Learning style < --- Critical thinking X Critical Thinking < --- Writing test; $.252 \times 2.634 = .663$). According to the calculation, then it could be said that the indirect contribution of students' learning style toward their writing ability mediated by their critical thinking was strong. Next, the Z-Sobel indicated 4.279 which was higher than 1.96. Meanwhile, the P-value was .000 which was less than .05. It gave evidence that the null hypothesis was rejected which indicates there was a significant indirect contribution of students' learning style through critical thinking toward their writing ability.

B. Suggestion

There are some suggestions that was presented by the researcher. It can be reached for the students, teachers or lecturers and everyone involved in the teaching and learning process of writing ability, especially for argumentative text.

1. For the students

The students should know the importance of critical thinking toward their academic achievement, especially in writing argumentative text. Not only for the academic achievement, but also the students should be aware toward with issues and problem happened round them. They should analyze and evaluate it to build their critical thinking skill. Then, the students should be aware with their own learning style.

Hopefully, it can help the students to increase their critical thinking skill and argumentative writing skill as well.

2. For the teachers

For the teachers, encouraging the students' critical thinking and supporting the students learning style should be actively conducted in order to make it easier for students to understand about argumentative text. Therefore, facilitating the students as they need, it can improve their writing skill on argumentative text. Beside it, the teachers should find out a teaching method to increase the students' critical thinking.

3. For the next researchers

For future researchers, it is vital to widen the scope of this research. In terms of research enrichment, it appears that designing a distinct research paradigm is worthwhile. Furthermore, future researchers with an interest in this issue and their abilities to expose the direct or indirect contribution of other variables are encouraged to do so, as there are still many elements that can influence students' argumentative writing skills.