

CHAPTER VI

CLOSURE

In this chapter, the researcher would like to give conclusion and some suggestions based on the result of the study, as the following:

A. Conclusion

Based on research in IAIN Palangka Raya, BPDS as technic in teaching critical thinking has improved the students' critical thinking ability at third semester students' of English Education of State islamic Institute of Palangka Raya especially the students in experiment group (A class). Therefore, the resercher concludes that:

The result of t test using manual calculation showed that the calculated value (t_{observed}) was greater than t_{table} at 5% and lower at 1% significance level or $2.030 < 3.434 > 2.742$. The result of t test using SPSS programe showed that the calculated value (t_{observed}) was greater than t_{table} at 5% and lower at 1% significance level or $2.030 < 3.409 > 2.742$. This indicated that H_a stating there is significant effect of BPDS on students' ability using BPDS in Sate Islamic Institute of Palangka Raya was accepted and H_o stating that there is no significant effect of BPDS on students' critical thinking at third semester English Education of State islamic Institute of Palangka Raya was rejected. It meant that BPDS has significant effect on students' critical thinking, it can be seen from the result by the

difference between pre test and post test experiment and control group.

B. sugestion

Based on the research, the researcher proposes some suggestions as follows:

1. For the students

As the students of university to think academically or critically is very needed. Students in university must be able to create new idea for the future, without active in thinking critically it will be hard. And the result of this research showed that BPDS has significance effect on students critical thinking ability, because in debating we are forced to speech by the real data, concrete evidence, and must be able to persuade another one. All those elements must be created by students for their critical thinking ability. Another suggestion is , every two years once all Islamic University In Indonesia has a Debate competition where to support students debate ability, for IAIN Palangkaraya, still has less of interested for join debate competition, and less of achievement too. It was based on the researcher experience, IAIN has less preparation to prepare the students to join debate competitions. From the result of this study the researcher hopes all of elements have awareness to increase debate ability when know the effect of debate on students' critical Thinking.

2. For the teachers

The resercher hoped that the teacher can more creativity in teaching and learning process and help the teacher in teaching narrative text by using BPDS. The teacher can leads the students'critical thinking. The teacher can use many kinds of debate systemand also the teacher more creative to make class happy to study English, and meaningful in learning English.

3. For the Other Researcher

In this thesis, the resercher realized that the design of the study was very simple and this thesis have many weaknesses. The weakness of this research was the teaching method for control class was class discussion, it did not appropriate with experiment group were given treatment by debate system. So for the next researcher in control class may use some another debates style, to make the research accurately. The result of this study may be used as references before the other reseacher conduct the similar study in the students' critical thinking. And by using BPDS the other researcher is hoped can find new result finding, such as for critical thinking in writing, or academic speaking ability.

4. For student organization in IAIN Palangka Raya

BPDS is debate system that used for students in university, for some organizations of IAIN Palangka Raya

when creating debate competition can use BPDS , introduce to another students the standard debate of students in university. For English Community (ECOM) hoped seriously in building debate group in IAIN Palangka Raya.

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