

CHAPTER V

CLOSURE

The researcher delivers the findings of the research, including suggestions and a conclusion, in this chapter. Initially, the researcher will present findings derived from the conversation detailed in the preceding chapter. Subsequently, the investigator will offer guidance to the English instructor and fellow researchers.

A. Conclusion

The following conclusions can be drawn from this research, which tries to determine how the implementation of playing a short movie in improving students' critical thinking and the teacher's technique in improving students' critical thinking:

1. The implementation of playing a short movie in improving students' critical thinking, are: 1) first the teacher provides an explanation about the learning material or called informing learning objectives, 2) second the students did text analysis exercise and created a descriptive text with their peers through group discussions, 3) third the teacher used divergent questions. The teacher played a short movie and after watching the teacher asked the students' several questions to improve the students' critical thinking.

2. The techniques that teacher used to improve students' critical thinking.

Based on the observations, the researcher found that the teacher used five

techniques to improve students' critical thinking. The strategies were 1) Informing Learning Objectives, 2) Divergent Question, 3) Group Discussion, 4) Giving Feedback, 5) Giving Motivation. Divergent question is the most frequently employed strategy among the five by teachers, as they frequently use it to help pupils develop critical thinking skills in the classroom. The goal of the five methods used by the MA Al-Istiqomah teacher is to improve the students' capacity for critical thinking.

B. Suggestion

Drawing from the research findings, the researcher would like to provide the following suggestion:

1. For English Teacher

A short film might be used by the teacher as an alternate kind of media to introduce students to critical thinking. Students may become more motivated to learn English by using this medium. They will be more engaged in the teaching and learning process, enjoy themselves more, and be curious to listen to their teacher. Students can more easily express their opinions upon watching a short film. The researcher suggest the teacher to used more various media and techniques in the classroom because it can more motivate the students and they will not get boring easily especially when teaching critical thinking skill in the classroom.

2. For the Students

Because vocabulary is the first and important ability in learning a language, students encouraged to watch English movies or listen to English music frequently. A large vocabulary will make it easier for them to write, communicate, think critically, and express their opinions in English.

3. For Another Researcher

The researcher hopes that this study will serve as a valuable resource for readers or other researchers looking to teach English, particularly when it comes to teaching critical thinking skills. The researcher also hopes that other researchers will conduct similar research using different objects and methodologies.