

## **CHAPTER V**

### **CLOSURE**

This chapter provides a conclusion and suggestions of this study about fallacious statements in English students' argumentative writings.

#### **A. Conclusion**

According to the research and findings, there some conclusion as follows:

1. Based on findings of the research about informal logical fallacy of the students in argumentative writing, the researcher concluded that there are some types of student fallacy in argumentative writing. The types are on fallacy word ambiguity in manipulation through language, fallacy vague word in manipulation through language, fallacy appeal to fear in manipulation through emotion, and fallacy hasty generalization in inductive fallacy.
2. The finding showed that there were only three names of fallacies indicating that some students are good at writing an argumentative essay.

#### **B. Suggestion**

Based on the research and explanation above, the researcher will give some suggestions related to this study as follow:

1. For English teachers

Introducing logical fallacies through explicit instruction to students who are learning argumentative writing can be seen as a practical step to bridge the gap in their knowledge on logic.

2. For Educational Administrators

For Educational administrators, the researcher hope that logical fallacy would be taught in essay writing in order to be able to write a good argumentative essay and display sound claim as the result of fallacy-free reasoning.

3. For the other researcher

This study was imperfect, there are many weaknesses in this study. Therefore, the further study is expected to be better and deeper in speaking of logical fallacy.