

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

After conducting this study research the conclusion can be reached as follow:

1. The contribution of students' critical thinking skills by implementing Think – Pair – Share strategy refers to 55% that exhibited were in-depth level of problem solving. Although the result may imply that students are good in analyzing the available solutions to a problem, it doesn't indicate that students are good in solving other indicators' questions. Making conclusions or judgments supported by justification and also shares the conclusions or judgments made by others and supporting them with relevant facts, proof, experience and examples as was mentioned by most of the students in this problem solving task.
2. By implementing Think – Pair – Share strategy students usually stay constant with their ideas and solutions found to a problem in “Share” phase. Several of pairs have got new ideas in a resulting of “Pair” phase discussion. Some pairs during “Pair” phase changed their ideas within having exactly the same answers, those pairs didn't spend a lot of time to think and discuss their ideas and to find out new idea related to a problem. Most of students obtain really good ideas during “Think” phase that mean most students' ideas are organized logically and coherently when they think individually.

#### B. Recommendations

There are several recommendations regarding for the further research studies in contribution students' critical thinking skills and students' changes of ideas, those are:

1. Find out more literature review and already implemented researches according to your rubric scoring to have more relevant information related to study research.
2. Manage your time while implementing an active learning strategy, lack of the time will not do strategy active anymore.

3. Try to use students' changes of ideas variable by implementing another active learning strategy by help of other variable with little amount questions.
4. Contribute students' critical thinking skills with certain indicators into another concept.
5. For critical thinking skills conduct the research in long-term learning activities rather than as this study was in short-term activities.
6. Whether the method is descriptive, use video recording and make analysis based on video.
7. Avoid of recalling partner's students' ideas during "Pair" and "Share" phases.