CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on research question and findings revealed on this study that conclude as follow as:

1. In general overall students' critical thinking profile on science virtual test on living things and sustainability theme is on moderate category. It is characterized by as beginning skill to think critically. Students start to become knowledgeable to monitor and improve their systematically thinking such as on students' thinking about assumption, concepts, point of view, implication, information, inference, and etc. Despite, on raising question at issue and making assumption, students still have low critical thinking level which mean students still have difficulty to identify and address some question to an issue or problem, also still hard to take presupposition or viewpoints for granted for a thought. Embodying eight elements of critical thinking ability make the student get used in thinking critically. Teacher also has important role to improve the critical thinking.
2. In general, there is no significant difference between male and female group on their critical thinking skill. Gender does not play role in enhancing and declining the critical thinking skill. Gender is not a matter in critical thinking.
3. There is no significant difference among visual, aural, read/write, and kinesthetic group on their critical thinking skill. Learning style is a useful step towards understanding, and hence improving learning. Modal preferences influence individuals' behaviors, including learning, but they are not fixed. Modal preferences are stable in the medium term. Learning style can support students' in learning but it may not affect the students' achievement.
4. There is significant differences among low, moderate, and high motivation level group in overall critical thinking skill which indicated that motivational condition had significant effect on testing performance.

5. There is no correlation between students' critical thinking and students' motivation. Because motivational prompts were not found to affect students' critical thinking subscores or self-reported effort and importance scores which support the result of the study. It means whether students who have high critical thinking level in science is not influenced by their motivation to learn science in class.

B. Recommendation

Based on research findings and conclusion, there are several recommendation that necessary to be conveyed by the researcher:

1. Other Researcher

   The description of students' critical thinking skill on living things and environmental sustainability theme is expected to be a basic information for further research due to the innovative strategies for improving critical thinking skill. The further research can be use the same target and topic or even in different area. In addition is needed to make deeper analysis regarding the students' critical thinking profile which is relatively based on real condition on the field observation.

2. Teacher and Stakeholder

   The correlational descriptive study can be use as the basic information for conducting suitable teaching and learning process that involve critical thinking skill or implementing strategies that fit with the situation of the class. Some literature study might help the teacher to find out the suitable way to be applied. In other way, teacher can held action class research due to improve critical thinking.