# CONCLUSION AND RECOMMENDATION

## Conclusion

After analyzing the argumentative text made by students using the Holistic Critical Thinking Scoring Rubric, the category of each participant was found. One participant was at Strong category, five participants indicated Acceptable category, and two were at Unacceptable category. The following cognitive skills are present in students at Strong category: interpretation, analysis, justification, and inference. This is also owned by those at Acceptable, but they are still at different levels because of a number of distinctions. For instance, in the second criteria, those at Acceptable category identify the relevant argument, whereas those at Strong category identify the salient argument; those at Strong category thoughtfully analyze, whereas those at Acceptable category are only offering analyses; in writing the conclusion, the one at Strong category has "judicious"; those at level 3 justify some result while those at level 4 justify key result.

Additionally, there are standards of inteligence practiced by the student in both Acceptable and Strong category, those are: relevance, depth, logic, fairness, and significance. Besides that, there are still students who are at Unacceptable category that means that they have almost no intellectual standards and make them being ego-centric or express ideas only from their perceptions, and also they don't have the cognitive skills that students at Acceptable and Strong category.

Furthermore, most of the students have good ability in writing a good argumentative essay. This is indicated by the format they use to compose the text. Almost all of them have a thesis statement, supporting ideas, counterargument, rebuttal, and at the end of the text there is a conclusion. The format is the classical argumentative text pattern.

## Recommendation

This suggestion is necessary for the relevant people, they are:

1. **For the students**

The researcher advises the student to use critical thinking as much as they can in everyday situations. Make the students' lives helpful for those around them by finding solutions to problems with good judgement.

1. **For lecturer**

The teachers are expected to be aware of students’ critical thinking skills and hopes to care of the students which have poor critical thinking skill because they might find it difficult to follows the learning process.

1. **For the next researcher**

For the next researchers are expected to be able to examine students' critical thinking category in more detail and present an appropriate analysis.