

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The research used a qualitative research design grounded in the naturalistic and interpretive tradition described by Biklen (2007). It aimed to explore the relationship between language features and critical thinking skills in male and female students' argumentative writing, emphasizing participants' contextualized experiences and patterns in language use at Grade XI, all majors in SMK Telkom 2 Medan, Hospitality, Culinary and Computer and Network Engineering.

Based on the data analysis, it can be concluded that from assignment 1, the students wrote the fixed topic, 'e-money', the average, all groups had the same understanding of argumentative writing based on the topic. But in some levels, the male students showed better results than the female ones. From assignment 2, the students wrote an argumentative essay based on the topic related to their majority. The data showed that the eight male students reached much higher than the female ones. The difference was too sharp between the groups. While the seven female students reached higher than the male group, even though it was slightly different.

Exploring the language feature use in argumentative writing concerning the critical thinking of male and female students can be observed by using the specific language features at each level of thinking (high-order thinking skills), such as analyzing (C4) → logical connectors, contrastive structures, evaluating (C5) → modal verbs, evaluative adjectives, creating (C6) → complex syntax, abstract nouns. It can be clarified why language features are needed to demonstrate higher-order thinking in writing. The students have to understand more the concepts of argumentative writing starting from generic structures to language features and social function.

#### 5.2 Suggestion

According to the conclusions, the suggestions are offered as follows

1. For education

- a. Students are suggested to have thorough knowledge about the language features and generic structure of argumentative texts, read more online articles to broaden their insights and references, and practice writing argumentative texts more.
- b. Teachers are encouraged to teach the students by using many kinds of techniques and approaches to teaching strategies of argumentative texts so as to motivate students to practice writing well.

2. For further researchers

Further researchers are suggested to find and explore more topics and genres to analyze based on language features, critical thinking skills, and gender.

