

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The research concludes that the movie "PK" effectively illustrates cultural components such as language, religion, and norms, while also highlighting various forms of cultural conflict as per Kennedy's theory. Additionally, it emphasizes the importance of critical thinking skills among students, as analyzed through Watson-Gleser's indicators, showcasing a consensus on respecting traditions while allowing for their evolution in contemporary contexts.

This research can be conclude based on the findings and discussion presented in chapter 4. Based on data analysis, the researcher found that the movie has the components of culture which consists of language, religion and beliefs, and norms. And the second finding the results are components of cultural conflict based on Kennedy's theory which has a several which are consists of interpersonal conflict, interindividual conflict, and intergroup conflict. In the third finding researchers found in the findings and discussion that students' answers and opinions the researcher analyzed based on the theory of Watson-

Gleser III which states that critical thinking skills have 5 indicators, namely Basic Clarifications, The bases for decision, inference, Advanced Clarification, and Supposition and integration.

## **B. Suggestion**

Based on conclusion above, this research can offer suggestions to the following parties:

### **1. For Students**

Students should actively explore and reflect on cultural components such as language, religion, and norms to develop a deeper understanding of cultural diversity. Engage in activities and discussions that challenge you to use the five critical thinking indicators: basic clarifications, inference, advanced clarification, decision-making, and integration. Learn to recognize and analyze cultural conflicts (interpersonal, interindividual, and intergroup) to develop effective communication and problem-solving skills.

### **2. For Teachers**

Incorporate materials, such as movies or case studies, that illustrate cultural components and conflicts, enabling students to relate theoretical knowledge to real-life situations. Design classroom

activities that encourage the application of Watson-Gleser III's critical thinking indicators, fostering students' analytical and evaluative skills. Provide a supportive environment for open discussions about cultural conflicts, encouraging students to share their opinions and solutions.

### 3. For Researchers

Conduct further research on how various media, such as movies, can effectively represent cultural components and conflicts. Explore how theories like Kennedy's and Watson-Gleser III's can be applied in educational settings to enhance students' understanding of cultural dynamics and critical thinking. Consider using diverse cultural contexts and media formats to gain a broader understanding of cultural representation and its impact on critical thinking skills.