

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents conclusions of the study and some recommendations. These conclusions of the study are built up based on the data analysis which is discussed in Chapter Four of this research report. Some recommendations are provided in order to give information as well as guidance to conduct further research concerning the same field or issue. Finally, these recommendations are addressed to those who are interested in developing the students' critical thinking particularly in the context of EFL in Indonesia in general and in the site in particular.

#### **5.1. Conclusions**

This study investigates the students' critical thinking as realized in the argumentative essays they created and their consciousness on critical thinking skills. As discussed in Chapter Four, the major conclusion of the study is that, in their texts, students have actually been able to show some aspects of critical thinking emphasized in this study such as arguments, reasons, facts and opinions in response to an issue happening in the society e.g., corruption in Indonesia. The students have also shown their attempt to keep some critical thinking standards such as clarity and sufficiency of the text they created, although still insufficient, by giving some supporting reasons and evidence. However, these texts still show that the verbalization of the students' critical thinking is less explicit due to their limited background knowledge in

applying the critical thinking concept. In this sense, most of the students were unable to explicitly and clearly support and elaborate their ideas with sufficient reasons and facts from credible sources that can promote their arguments credibility. This findings support the previous studies concerning the students' critical thinking in EFL contexts like those conducted by Stapleton (2001), Alagozlu, (2007) and Flores (2008) as mentioned in Chapter Two.

From the linguistic perspective, students have been able to show their awareness of using various processes in building the field of knowledge especially material and mental processes which also indicates their awareness to create analytical texts (Emilia, 2005). However, the results of analysis also show that they have not been able to exploit various linguistic resources in their texts especially to do with textual and interpersonal metafunctions. Textually, the students have not been able to employ patterns of Theme progression (*the zig-zag pattern, the Theme reiteration, and multiple theme*) which are actually important to create a more coherent and cohesive texts (Eggins, 2004). Interpersonally, although the students have used various modality in their text which directly shows their care in expressing their ideas and opinion, this used of modality was undeveloped and less interactive because most of the texts only employed the declarative mood which simply functions to inform the reader (Eggins, 2004).

The findings gained from the interview revealed that the students were able to mention the purpose of the expository genre correctly. However, most of them have not been familiar yet with the concept of the genre particularly in terms of generic structure and linguistic features. This confirms the finding of the text analysis in which most of their texts were less coherence and explicit suggesting that they need to be taught the genre (text type) explicitly. In terms of critical thinking, it is found that students have basically shown a relatively clear understanding on the concepts of critical thinking although in the text its verbalization is less sophisticated and explicit due to the limited knowledge on the issue they write and lack of knowledge in applying their critical thinking in writing. All these suggest that critical thinking should explicitly be taught to the students as will be elaborated in the following section.

## **5.2. Recommendation**

In line with the topic under discussion which is about critical thinking in students' writing and the findings as illustrated above, the following recommendations which have to do with the teaching of writing and critical thinking development program are worth trying especially by the teachers teaching in the site.

First, with regard to the writing skill, it has been mentioned that students' writing capacity is still relatively low and underdeveloped. In this case, the students' argumentative writing skills have not achieved an enhanced control of the

argumentative genre. In response to this, the teacher should teach the genre explicitly to the students, e.g., the generic structure, purpose of the genre, linguistic features, etc, as suggested by Hyland (1999). In addition, because writing is a complex process and learning to write requires writing, the teacher should give students more practices and spaces to write and re-write certain texts (Chaffee, 2000). Besides, they also should give students more guidance and constructive feedbacks. Finally, it is also recommended that the teaching of writing be integrated with other macro skills e.g., reading, speaking and listening. This way, students can be introduced with various texts and aspect of language that enable them to use language for different purposes and contexts especially in their writing.

Second, in order to help students to promote their writing skill capacity and their critical thinking, it is recommended that a certain program be conducted in the site. As suggested by the students, a special teaching program aims to enhance both students writing skills and critical thinking should be incorporated in the curriculum. In this case, a model of teaching program incorporating genre based approach (GBA) is worth trying. Through this approach, students' process of learning is divided into four stages: *Building Knowledge of the Field*, *Modeling*, *Joint Construction* and *Independent Construction* (Rothery, 1986; Derewianka, 1990; Feez and Joyce, 1998, 2008, among others). Given this model of learning, through the principle of explicit teaching in GBA, students will have more opportunities to get more exposure on both the background knowledge of the topic to write and language aspects which are important in the long run of their writing

process. Besides, students will also have more spaces to practice their writing both collaborative and individual writing.

Moreover, students can also be introduced to the concept of critical thinking. As mentioned in Chapter Four, most of the students were not aware of their critical thinking in the context of writing which results in their failure to verbalize their critical thinking sophisticatedly. Therefore, explicit teaching of the aspects of critical thinking such as critical thinking standard (e.g., clarity, relevance, precision) and critical thinking dispositions should also be conducted. This way is expectedly contribute to the development of both students writing skills and critical thinking.