

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions, implications and suggestions of the study. The conclusions of the study are built up based on the data analysis which are discussed in Chapter Four. Afterwards, the implications are provided to give information as well as guidance to conduct further research that concerns to the same field or topic. Finally, the suggestions are addressed to other researchers who are interested in developing the students' critical thinking skills in EFL context for general and particular sites.

#### 5.1. Conclusions

The study investigated and explored the process of Genre-Based Approach to promote students' critical thinking skills in writing analytical exposition texts. As discussed in Chapter Four, the data from this study have been drawn into several conclusions in relation to the research questions that have been proposed in Chapter I. The conclusions can be elaborated in the following section.

Firstly, the researcher has been given an experience through this study to conduct the Genre-Based Approach stages in the classroom. She also gets a better understanding through administering the principles of the teaching and learning in the GBA stages that the approach is still relevant to the English curriculum because the students are required to write different text types and achieve four most basic things to have, they are creativity, critical thinking, communication, and collaboration (Bishop, 2017).

Referring to the research questions 1, it can be concluded that the teacher did in the learning process through GBA which are Building Knowledge of the Field, Modeling of The text, Joint Construction of the Text and Independent Construction of the Text can contribute the teaching strategy to promoting students' critical thinking, particularly in EFL context teaching argumentative texts. In the stage of BKoF, the teacher used questioning strategy to build students' background knowledge through showing pictures and video. This activity directs the teacher to

engage students' ability in showing their ideas and opinion towards the topic given. As stated by Bata (2020), the questioning strategy in class has an important role in giving students the opportunity to be involved in learning and also being able to direct them to think more critically. Moving to the MoT stage, the teacher promoted students' critical thinking through giving assignments such as jumbled paragraphs and analysis of the text. The students were invigorated to show their analysis towards the text given. They activated their understanding about the text, the teacher also required them to read the text carefully, analyse and identify the text. These activities influence students' critical thinking because they are able to explore ideas, information or opinion. It is in line with the critical thinking characteristics, such as explore ideas, opinions, information, or the creative works that you employ (Chintia, 2015).

Furthermore, in the stage of JCoT what teacher did related to promote students' critical thinking is proven through some activities such as guiding the students to construct arguments collaboratively by giving pictures cued in exercise, giving instruction the students to write an analytical exposition text collaboratively with the topic given and providing the space time do discuss the result of collaborative writing. Those activities show that critical thinking should be directed towards having a good writing ability through the steps that are provided by the teacher. It defines that writing can boost students' critical thinking because by writing the text, the students need to create the steps of writing that involve them to formulate and organise ideas (Larry, 2003). In addition to the context, the last stage, namely ICoT, the teacher activated students' critical thinking by giving them the opportunity to write an analytical exposition text independently. However, the teacher still guided the students through the writing process such as stimulating them to choose the topic before writing through reading other information related to the topic. The teacher also gave them feedback to their texts, it aims enhance their analysis in development arguments. Hence, the students could revise their own texts. However, not all of the critical thinking characteristics are shown on the students' writing texts. Some of them still need to have more time to develop their critical thinking especially in writing text because they tend to have a lack of

vocabulary and analysis of the information in creating arguments or conclusions. The result showed that from the sample of data analysis, some students could not compose the strong arguments in conclusion and the aspect of critical thinking in terms of self-regulation could not be presented in their texts.

Along the stages above, the teaching and learning process in this study help the students to express their supporting opinions and ideas on the certain issues. In essence, GBA can be an alternative approach to promote students' critical thinking skills in a particular genre. As mentioned by Emilia (2011), the process of teaching writing should always revolve around the aspects of the language is being taught. This principle is demonstrated in the teaching with the GBA stages when the students are being encouraged to develop models of genre, they are embraced to analyse language, content and social purposes. Besides, the interview results also support the ways the teacher did in promoting students' critical thinking. The students' responses strengthened

Afterwards, as mentioned by Hyland (2004) the underlying frameworks of Genre-Based Approach facilitate the students to construct and shape critical understanding through social frameworks. From the result of their analytical exposition texts, some of the students have actually been able to show some aspects of critical thinking in term of decision-making that elaborates sub-categories of CT such analysis, interpretation, explanation the arguments in response to an issue that is happening in the education e.g., "technology in education" as a topic chosen in the process of writing. It is in line with the Facione (2003) who states that critical thinking can be build to the students to show their attempt to build critical thinking aspects such as building basic skills in analysis of the issues, interpretation, and explanation through the texts they created, although there are not all of the critical thinking aspects seen in the students, they try to give some supporting reasons and evidence related to the topic.

However, the students' texts still show less verbalization of the students' critical thinking, it is because of their limited background knowledge in applying the critical thinking concepts. In the same vein, most of the students were unable to explicitly and clearly support and elaborate their ideas with the sufficient reasons

and facts from credible sources that can promote their arguments' credibility. This findings are supported by the previous studies that concerned with the students' critical thinking skills in EFL contexts. It is supported by Kusuma et al., (2018) who revealed that the students' ability to understand, analyse, explain, and draw conclusions is excellent. However, there is a need to develop a critical learning process for the students to evaluate the fundamental level in terms of increasing critical thinking skills, particularly in the area of giving reason or argument.

Therefore, the students need to be trained to activate their critical thinking skills to have a focus, find solutions to the problems they face, and conduct comprehensive analyses to conclude the information. It is also supported by Ulger, (2018) that is already mentioned in chapter two.

Furthermore, the data from the interview demonstrated that the students have useful experience during learning process in GBA stages. The students built their understanding towards an analytical exposition text genre as it was their first real act of having the drafts read, revised and edited. Getting better knowledge and thinking critically in the writing process through a certain genre encourages the students to develop particular issues that can be argued into the argumentative text. The findings from the interview also 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. In term of critical thinking, it is found that the students have basically clear understanding about the concepts of critical thinking although the verbalization of the text is less sophisticated and explicit due to the limited knowledge about the issue. The students also have lack of knowledge in applying their critical thinking in writing texts.

Based on the conclusion of this study, there are found satisfactory results from the teaching and learning process through Genre-Based Approach to promote students' critical thinking in writing analytical exposition texts. However, several aspects have to be considered by the teachers who want to implement Genre-Based Approach in the big class which has many students get involved. The big classes make the teachers hard to correct all the students' writing texts. In addition, other

big challenges that might impede the implementation of the approach are the varied topics, materials, and skills that teachers should have to pursue in the academic year. The various topics, materials, and skills are so complex that may not lead teachers to promote students' critical thinking comprehensively. Therefore, the teachers' comprehensive knowledge and understanding towards the concept of Genre-Based Approach as well as the topics and materials are truly required as the determiner of successful learning in the classroom.

## **5.2 Implications**

The results of the study describes the teaching and learning process through Genre-Based Approach that can promote students' critical thinking skills. The teaching and learning process is conducted with the eleventh grade students who are required to write the analytical exposition texts.

First, based on the results of the study, the teaching and learning process through GBA is an appropriate approach to promoting students' critical thinking skills. This approach can be an alternative reference for teachers to develop their teaching qualities by applying suitable strategies to promote students' critical thinking skills. The strategies are not only for developing students' writing skills but also they can be used in teaching reading, speaking and listening skills developments. Besides, the teachers can apply the GBA to improve students' ways of thinking, such as critical thinking and creative thinking, which combination can be used to treat students' higher-order thinking skills and encourage the students to be successful problem solvers in the future.

Second, this study is influential for the education system in Indonesia because it contributes to the development of English teaching and learning strategies. Furthermore, the clear descriptions of the implementation of a Genre-Based Approach to English teaching and learning strategies can be used to promote students' critical thinking skills, and they can also provide guidance on how to implement the GBA stages in the teaching and learning process. The descriptions are expected to give many advantages to all the educational practitioners who will take further actions and appropriate steps to improve students' critical thinking

skills. Moreover, the result of this study is necessary for the teachers to gain knowledge and experience in conducting the teaching and learning process through a genre-based approach. Additionally, the result of the study can encourage the school to facilitate the teachers with various devices and complete sources to support the quality of the teaching and learning activities.

### **5.3 Suggestions**

The results of this study are in line with the topic under discussion about the students' critical thinking skills in writing argumentative texts. Furthermore, there are suggestions for further research in the context of critical thinking skills development that are worth to do especially by the English teachers to develop their teaching approach.

Firstly, the English teachers are suggested to promote students' critical thinking skills through a Genre-Based Approach in the English teaching and learning process. The teachers are encouraged to prepare the lesson plans to ensure that the teaching and learning process aligns with the stages of GBA. The stages can, importantly, enhance the effectiveness of the approach in developing the students' critical thinking skills.

Secondly, the English teachers may prepare the interesting strategies in applying the stages of GBA to conduct teaching and learning process explicitly to improve students' writing skills. It is in line with the statement by Chaffee (2000) that writing is a complex process and learning to write. Therefore, the teacher should give the appropriate strategies to the students, so they can get more practice and spaces to write and rewrite certain texts (Chaffee, 2000).

Finally, the researcher recommends the use of appropriate strategies and assessments that should be prepared and conducted in further research. The strategies can incorporate GBA stages to be worth integrated with other macro skills e.g., reading, speaking and listening. Therefore, the students can be introduced to various texts and aspects of language that enable them to use language for different purposes and contexts especially in their writing abilities to build critical thinking skills.