

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents conclusions of the study and some recommendations especially for teachers. These conclusions of the study are built up based on the discussion as presented in chapter IV. Moreover, some recommendations are provided in order to give information as well as guidance to conduct further research concerning the issue.

#### **5.1 Conclusions**

This study investigates students' CT as demonstrated in students' reading tests and reading activities. After discussing the findings and discussions from the data gained from the reading tests and observations, the conclusion of the study can be described below.

Regarding the aspects of critical thinking as demonstrated in students' reading tests, the students had actually been able to show some aspects of critical thinking emphasized in this study. Regarding CT components, the students were able to identify topic, main idea and argument. In the case of skills and abilities, the students had good ability in making personal response, drawing conclusion/ making inference, and evaluating how the writer organizes the text. On the other hand, the reading tests also showed the students' weaknesses of CT in reading. The students were not able to show their ability regarding CT standards. With regards to skills and abilities, the students faced difficulties in analyzing the author's position and reading between the lines.

It is also supported by the data from classroom observation. Based on observations data, the students also had already demonstrated some aspects of critical thinking in the reading activity such as identifying topic and main idea, drawing conclusion, predicting the text, and paraphrasing. Regarding the CT dispositions, the students were well-informed, creative questioner, and open-

minded. Yet, the students still need guidance and assistance from the teacher. The teacher needs to provide activities that can promote students' critical thinking.

## **5.2 Recommendations**

Based on the findings of this study, some recommendations are proposed as follows. First, being aware of the students' lack of ability in critical reading, it is recommended for English teachers to extensively practice their students' critical reading ability. Second, by identifying the students' needs and background knowledge prior to the teaching of critical reading, the teacher can facilitate himself or herself to improve reading instructions and design more interactive critical reading practices.

Next, since this study was conducted in the first semester of the third year in junior high school, it only involves narrative and report text as the text being tested. Thus, it is suggested that further research involves more types of texts (i.e. recount, descriptive or procedure) to be put in the practice of critical thinking in reading.