

## **CHAPTER V**

### **CONCLUSION OF THE STUDY**

The chapter delineates the conclusion of the study that will be initialized by an account of research questions and research aims. Subsequently, conclusions are presented through the information of the research results briefly. The chapter also explains the limitations of the study and the recommendations for further study.

#### **5.1 Research Aims**

It has been stated previously in chapter one that this study was aimed at obtaining two following objectives.

1. To investigate the elements of critical thinking that the students demonstrate in writing an English exposition text.
2. To find out the students' opinions about critical thinking in writing an English exposition text.

#### **5.2 Research Questions**

Based on the aims of the study mentioned above, the study was conducted to answer two research questions as follows.

1. What elements of critical thinking do the students demonstrate in writing an English exposition text?
2. What do the students think about critical thinking in writing an English exposition text?

#### **5.3 Conclusions**

This thesis reported the result of a study of students' critical thinking in writing an English exposition text. The study was to discover the elements of critical thinking that the students demonstrated in writing an English exposition text and to find out the students' opinions about critical thinking in writing an English exposition text.

By using two types of data collections techniques comprising students' document texts and interviews, this study revealed two findings. First, writing an exposition text assisted students to reflect their critical thinking capacity. The process of writing an English exposition text represented the thought of critical thinking proposed by Ennis (1996). They were able to "make reasonable decisions about what to believe and what to do" (Ennis, 1996, p. xvii). With regard to "what to believe and to do", it was represented initially in students' judgments which offered in their thesis. Their judgments described the world in ways that evaluated it on the basis of certain criteria (Chaffee et al, 2002, p. 393). Subsequently, they acted in accordance with their own recommendations (Ennis, 1996, p. xvii). This research finding was consistent with those presented by Emilia (2005), Samanhudi (2010), Flores (2007), and Fahim & Hastroodi (2012).

Second, there were several aspects of critical thinking that existed in students' texts. These were elements of critical thinking (arguments, issue, thesis, reason, conclusion, opinion, and evidence), critical thinking standards, and critical thinking dispositions in their exposition text. However, they did not explore them explicitly and verbally in their interview. Regarding critical thinking dispositions, they offered reason, conclusion, and evidence in their texts successfully. The reason and conclusion were established to make an argument and to support the thesis. In addition, critical thinking standards such as *relevance* and *clarity* were shown in their texts; all texts committed the generic structure and the purpose of exposition text.

This study also found that there are still fallacies occurred in their texts such as *equivocation* and *amphiboly*. Thus, students' critical thinking standards and dispositions were still underdeveloped and poor; and therefore it needed improvement and guidance.

Meanwhile, their inability to elaborate the terms elements of critical thinking, critical thinking standards and dispositions explicitly were due to a lack of critical thinking theory. The reason was that they were not equipped with the theory of critical thinking at the beginning (Cottrell, 2005, p. 11; Howe & Warren, 1989, p. 2; Reichenbach, 2001). Further, they have not been able yet to produce a

sound and an effective argument (Ennis, 1996; Chaffee et al, 2002; Reichenbach, 2001). Accordingly, the sound argument was supported by logical reasoning or valid argument. Meanwhile, an effective argument was made by a qualified thesis and a careful use of cue words indicating reason and conclusion. Therefore, it could be that this finding was relevant with what has been found by Samanhudi (2010); the verbalization of students' critical thinking was less sophisticated and explicit.

Third, the finding was related to the second research question regarding the students' opinions about critical thinking in writing an English exposition text. The finding revealed that students' answers or opinions were a stimulation of their critical thinking capacity (Browne & Keeley, 2007). However, their answers were not consistent with those definitions in literature (Chaffee et al, 2002; Ennis, 1996; Reichenbach, 2001). This links with that claimed by Reichenbach (2001) that it was due to their limited knowledge of the issue of critical thinking. Regarding writing an argumentative essay, particularly in expository genre, they seem difficult to produce an effective argumentative writing (Flores, 2007). Realizing this matter, the students recommended the teaching of critical thinking in the classroom. In other words, they suggested that critical thinking and written composition as separate, stand-alone courses or combining them, the two should be taught and combined into an integrated activity (Emilia, 2005, p. 268; Hatcher, 1999, p. 171).

#### **5.4 Limitations of the Study**

There were some limitations of the study; the major one was dealt with the evaluation of critical thinking, in particular, in assessing the texts document written by students. The text document was evaluated alone by the researcher since it is still difficult to involve other teachers or assessors who had comprehensive knowledge of critical thinking in writing. In addition, the interview was also conducted by the researcher herself. It indicated that the students felt close with the researcher and therefore they might try to please the

researcher. This resulted in “potential loss of the objectivity” (Emilia, 2005, p. 283).

Besides, the method of data inquiry was also simple; it used only students’ texts document and interviews. If only observation and teaching program were involved to collect the data, this study might be intriguing. In other words, multiple data collection techniques were possible to conduct in order to improve the study.

However, there were also some efforts of tactics to overcome this problem. Among other things, the students’ texts document were analyzed by using the theory of critical thinking proposed by Chaffee et al (2002), Ennis (1996), and Reichenbach (2001) as the main theories used in this study.

### **5.5 Recommendations for Further Studies**

Despite the limitations, this study recommends several aspects as follows: (1) due to the scarcity in method of critical thinking assessment, it is recommended for other alternative criteria to be employed; (2) other alternative of research designs are recommended to improve the theory that has underpinned this study; (3) study emphasizing critical thinking in writing exposition texts should be tried out in a different contexts and levels. The emergence of various research results may contribute to the development of critical thinking and writing, in particular, in writing an exposition text; and (4) further studies can also attempt to propagate a creation society or community which is potential to be an agent of change and competitive to conquer and survive the world which is getting complex.