

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents conclusions of the study and some recommendations. The Conclusions section begins with a brief description of the background, the research problems, the main findings, and the conclusion. The Recommendations section contains of suggestions that are intended for the improvement of future research, particularly in Thematic Progression Analysis, for both teachers, students, and also other researchers.

#### **5.1 Conclusion**

This study was concerned on text analysis of analytical exposition text. The purpose of this study was to find out how different background program between natural-science and social science affect students' ability in writing analytical exposition text, and to find out the most dominant critical thinking standards available in each natural-science and social-science students' analytical exposition text.

The finding showed that there was no significant different of the result between natural-science and social science students' analytical exposition text. Students on both program in demonstrating their awareness of the generic structure of analytical exposition text as well as the linguistic feature of the text, especially the middle and high-achievers were not totally different. So it can be concluded that the findings showed from data analysis and description had no significance different.

Febriyani Nuril A, 2015

**A COMPARATIVE ANALYSIS BETWEEN NATURAL-SCIENCE AND SOCIAL-SCIENCE STUDENTS'  
CRITICAL THINKING IN WRITING ANALYTICAL EXPOSITION TEXT**

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Nevertheless, several technical mistakes and errors were found in all texts that indicated their lack exposures toward vocabularies and structures since there were found several miss-spellings and confusing group of words. This kind of problem could be solved through revising stage if only the process of writing was involved into the research.

Meanwhile, from critical thinking perspective, several findings were found. In line with the finding in the previous studies that critical thinking elements and standards have been emerged in students' texts although not in a sophisticated way and less explicit as had been revealed by Samanhudi (2011); yet that were in a very simple mode.

## **5.2 Limitations of the Study**

There were some limitations of this study. First of all, this study was conducted under inexperienced researcher like the researcher of this study. After that the instrument used in this study was collected as a product or "at one sitting" (Gibbon, 2002: 67), without involving the process that had potential to give a better instrument and to lead to a more comprehensive result. Besides, the topic chosen for creating analytical exposition text was less controversial so that it did not challenge their argumentation significantly. Another thing is that this study conducted on a particular area, a private school in this context, with particular participants so that the result of this study could not be generalized as the representation for the similar study in different site and participants.

## **5.3 Recommendation**

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Despite those limitations, this study recommends several aspects as follows: 1) to conduct similar study in a more comprehensive design either in similar or different site and (level of) participants in order to gain a more comprehensive result, 2) to teach writing as a whole comprehensive process, not only focuses on product-oriented because as highlighted by Emilia (2009, cited in Samanhudi, 2011) that writing is a ‘recursive activity and not a short activity’ so that the students has opportunity to produce a better and more effective writing product, 3) to introduce the genre explicitly to invite the awareness of the students toward generic structures, purposes, and language features in each particular genres to create a more organized writing, 4) to start embedding critical thinking concept in learning activities, especially in writing and reading as the most effective aspects to enhance critical thinking (Emilia, 2011) in order to start creating the upcoming critical thinkers, and 5) to design a comprehensive method to teach critical thinking due to its urgency to be explicitly taught to and learned by the students since it has become one of the main concern of education in these recent years

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