

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions of the study and some recommendations. These conclusions of the study are generated based on the data analysis which has been discussed in Chapter Four of this study. Some recommendations are provided as to give more 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 especially the use of social media in the context of EFL in Indonesia both in general and particular site.

5.1 Conclusions

This study mainly investigates the use of social media in genre-based approach. Also, this study aims to reveal how social media can affect students' argumentative writing. The last purpose of the study is to uncover students' perception on social media as a learning tool to help their critical thinking seen in their argumentative writing. As discussed in Chapter Four, social media was used in the stage of Building Knowledge of the Field, Modeling, and Joint Construction stages. Other than function as source of information in Building Knowledge of the Field stage as well as Joint Construction stage, social media constantly accommodates students in practicing collaborative learning and peer evaluation. In Modeling stage, the quick-response-microblogging allows them to train their critical thinking as they need to respond to other students' and the teacher's comment. From here, students are required to own one of the CT characteristics, the open-mindedness.

In terms of social media affects students' critical thinking in their argumentative writing, the students have actually been able to show some aspects of critical

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thinking emphasized in this study such as arguments, reasons, facts, and opinions in response to an issue happening in the society such as corruption in Indonesia, traffic jam in Jakarta, and the issue of agnosticism. The students have also been affected by the social media to develop their argumentative and critical thinking especially in supporting their arguments by providing facts, and evidence. Moreover, the social media have been very helpful in adding depth and clarity so that the texts they have created are enough to give supporting reasons and evidence.

Regarding the effects created by the use of social media in GBA, the document analysis shows that The texts, however, are originally not good enough to be called perfect. They still need improvement. The verbalization of the students' CT is less explicit due to their limited background knowledge in applying the critical thinking concept. After the students were exposed to the use of social media, the texts of the students showed some development in many aspects of argumentative writing and critical thinking. In this sense, most of the students were originally unable to explicitly state and clearly support and elaborate their ideas with sufficient reasons and facts from the credible sources that can promote their argument credibility. However, the social media used in GBA performed in this study proved that it affected the students' critical thinking in their argumentative writing. The document analysis based on SFL showed a significant change in developing the students' work and the learning process especially in the argument development part. These findings support the previous studies concerning the students' critical thinking in EFL contexts like those conducted by Stapleton (2001), Emilia (2005), Alagozlu (2007), and Flores (2008).

From the linguistic perspective, students have been able to show their improvement using various processes in building the field of the knowledge which was exposed in almost all stages of teaching argumentative writing and critical thinking through GBA classroom and blended learning. Although the texts are not perfect, this indicates the students' improvement of creating analytical

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texts (Emilia, 2005). The findings gained from the interview revealed that most of the students perceive that they are not critical enough because of the social factor. It is found that the students have basically shown a relatively clear understanding on the concept of critical thinking but not sophisticated. In terms of using social media as a learning tool to help them think critically in their argumentative writing, they all agreed that social media has been useful in helping them upgrade their way of thinking into a higher order thinking. They added that using social media in their study is efficient and helpful especially in developing the texts they have created in creating argumentative writing.

5.2 Recommendation

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

First, regarding the writing skill, it has been mentioned that students' writing capacity is still relatively low and underdeveloped. In this case, students' argumentative writing skills have not achieved and enhanced control of the argumentative genre. In response to this, the teacher should teach the genre explicitly to the students such as the generic structure, purpose of the genre, linguistic features 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 rewrite texts especially to the low achiever students (Chaffee, 2000). Besides, they also should be given guidance and constructive feedbacks especially when GBA is employed. Finally, it is also recommended to have teacher who is techno-literate or a teacher who keeps up with the digital era development.

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 stated by the students, that this learning argumentative writing and critical thinking by employing the use of social media is effective and they see it as a fun English learning. For them, employing social media in their study enables them to read a a lot which leads them to the thinking process. By the help of GBA employed in the classroom, students can benefit their learning argumentative writing and critical thinking by setting the learning speed by their own pace and be autonomous critical thinkers. If accommodated holistically, it is believed that the students can improve their writing skill better. Seeing that social media is useful and can effect the students' critical thinking in their argumentative writing, there should be no doubt that this teaching program is worth trying.