

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents conclusions of the study. The conclusions are drawn on the basis of the findings and discussion presented in chapter IV. Some recommendations are provided for English teachers to assure them of the urgency of incorporating critical thinking into their future instructional practices. The recommendations are also provided for those who are interested in the same area of research to take into account the strengths and weaknesses of the present study in conducting further studies.

5.1 Conclusions

Based on the discussions presented in chapter IV, it can be concluded that using guiding questions to promote students' critical thinking skills through the teaching of reading has proved to have positive influences on both learning processes and learning outcomes.

Regarding the students' classroom activities, the implementation of critical thinking-based reading instruction using Guiding Questions could gradually increase students' engagement in the interaction and discussion as well as their comprehension of the texts taught. In terms of the way the students responses to the teacher's questions the data obtained from classroom observation and interview indicate two different ways. When they were asked using lower-order thinking questions, almost all the students were willing to respond. It took shorter wait time—about a quarter to one minute—for the teacher to get their responses. Most of the answers to the questions were also in great accuracy. The responses to higher-order questions were, on the other hand, demonstrated by fewer students. The teacher spent longer time—three minutes or even longer—to get students' answer to critical questions. Notwithstanding the abovementioned facts above, the implementation of Guiding Questions in teaching critical thinking through reading

has, to some extent, developed students' active participation in expressing and sharing their critical thoughts with their peers.

In terms of students' critical thinking skill development, the use of Guiding Questions in reading classes has also made changes. It was indicated by the data gained from achievement test results. Exposing students to the critical thinking-based instructional practices could improve their ability to think critically. It was due to the practice of the skills when they were provoked by higher-level thinking questions. The data showed that the students' achievement of critical thinking skills kept increasing from test to test. The critical thinking test results indicated the increasing mean scores. The average of students' scores in the pre-test was 3.6. They made a one-point increase in the mid test (4.6) and a 0.4 point (5) in the post test. The data from interview demonstrated that the use of thought higher-level thinking questions could develop students' critical thinking skills. There were more students who answer questions about identifying the author's purpose and evaluating text organization correctly. The students often have such questions in their regular classes. Thus, the tendency of students increasing mean score in the three tests has proved that the use of guiding questions in the teaching of reading can improve students' critical thinking ability.

With regards to students' perception towards the implementation of the critical thinking-based reading instruction using Guiding Questions, the instruction was successful to develop students' positive perceptions and attitudes toward classroom practice. Most students perceived that classroom climate and classroom tasks were enjoyable, motivating and challenging. The learning design implemented overall the study gave them effective learning experience. The physical arrangement of the classroom was thought to be comfortable. The classroom setting enabled the students to feel accepted by teachers and peers. The students experienced a sense of comfort and order. The classroom tasks given by the teacher were considered valuable and interesting. Most students understood the tasks better. Although some of them were difficult, they were willing to work hard to be able to accomplish them. They showed sense of acceptance by being

comfortably and actively involved in most of classroom activities overall this study.

Basically, both interview and observation data showed this evidence. Most of the students gave supportive comments on the implementation of the program of this study. Such words as enjoyable, challenging, motivating and interesting emerged in their comments in the interviews. The improvement of students' active and interactive involvement was shown by the increase of their participation rate according to observation checklists. The number of students who participated actively in teaching and learning process was increasing from lesson to lesson.

Students' active engagements in classroom activities increased from only 53,33% (8 out of 15 students) in the first three meetings; 80% (12 out of 15 students) in the fourth, fifth, sixth and seventh meetings; until 86,67% (13 out of 15) students in the eighth and last meeting.

5.2 Recommendation

Regarding the results of the study, the researcher offers the suggestions to both English teachers and other researchers, who are interested in conducting research in the same field.

5.2.1 For English Teachers

Teaching critical thinking through reading instruction is not easy. It needs teacher's skills to plan and prepare questions before teaching the students. It also needs teacher's patience and seriousness to find better outcomes. Therefore, the researcher suggests that other teachers apply Guiding Questions to promote critical thinking skills in the teaching of reading. The use of Guiding Questions is worth consideration since it could provoke both students' lower level of thinking and higher order of thinking. It could also improve classroom interaction and discussion.

5.2.2 For Other Researchers

The study was conducted in a very limited time. It was not sufficient to promote students' critical thinking skills significantly. Therefore, the researcher suggests other researchers conduct the same study on the implementation of guiding questions to promote critical thinking in the teaching of reading in different setting and longer period of time in order to obtain more valuable findings.