

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

This final chapter outlines the conclusions and recommendations of the study. The conclusions are built up on the basis of data analysis discussed in Chapter IV and V. In the conclusion section, major findings of the research are presented in terms of each research question. Recommendations are addressed to those who are interested in developing students' critical thinking through the teaching of writing in the Indonesian EFL context in general, and in the school where this research has been conducted in particular. Some recommendations in terms of the teaching program and research analysis are exposed for a better future research.

#### 6.1. Conclusions

This study was concerned with collaborative writing and critical thinking. The purpose of the research was to investigate the elements of CT demonstrated in students' writing and how collaborative writing helps develop students' CT. Based on the findings from the text analysis, the students' interviews, and the teaching program, several conclusions can be drawn.

First, before and after the teaching program, the students were able to demonstrate the elements of CT in their writing, namely *issue*, *arguments*, *facts*, and *opinions*. They were also able to arrange these elements in an organized way within the schematic structure of the Discussion text consisting of issue, arguments for and against, conclusion and recommendation, which thus indicated their understanding and mastery of the generic structure, function, and purpose of the Discussion genre (Emilia, 2010). However, due to their limited language proficiency and the teacher's inexplicit teaching, the students' CT ability could not maximally develop and the elements demonstrated did not meet the standards of clarity, sufficiency, and accuracy either. Yet they satisfied the standards of relevance and logic. The obvious progress shown after the teaching program was their CT dispositions which were demonstrated during the group discussions and reflected in their writing. The result of the study confirms the statement that everyone is a critical thinker to a certain degree.

Secondly, CW helped develop students' CT under some conditions including group selection which involved students with heterogeneous proficiency levels, sequenced writing process organized in the teaching program, the writing task in the form of Discussion genre, and the teacher's role as a facilitator, a motivator, and a model of critical thinker. However, to create the conditions, the teacher was required to have adequate competence in managing collaborative learning and in teaching writing. Moreover, the teacher should also have adequate understanding about CT so that she could support and manage a democratic learning environment and encouraged the students to be actively engaged in CT activities.

Finally, collaborative writing approach can be employed to help the students develop their CT. However, explicit teaching should be conducted in the teaching program to enable the transfer of CT skills effectively as suggested by Marin and Halpern (2011), Emilia (2010), Van Gelder (2005), Harpaz (2010), and Reece (2002). Teacher scaffolding, in particular, contributes to the CT skills transfer especially in the modelling and joint construction stages.

## **6.2. Recommendations**

The following recommendations respond to the limitations of the study which have to do with the teaching of writing and CT for EFL teachers, especially those teaching in the study site and other secondary high schools under the same educational foundation, the data analysis, and the further study.

First, in terms of the teaching program, the teacher should practice and improve her teaching of CT by incorporating CT mainly into the reading and writing courses, providing clear and explicit models of sound arguments, explaining the elements of CT, particularly the structure of arguments and argument indicators, as well as some potential flaws that might weaken the arguments. Meanwhile, for the CT dispositions, since they are taught through modelling which is obtained mainly from the teacher, it must follow that the teacher should consistently practice herself with the CT dispositions throughout the CW process including in conferencing, providing feedback and scaffolding.

Second, in terms of data analysis, the writing texts were evaluated only by the researcher since it was difficult to involve other teachers or researchers who had comprehensive knowledge of CT or who were experienced in assessing them. The result will be more valid if the assessment involved another interrater. Concerning the problem, it is recommended that English teachers, especially in the research site, be facilitated with some teachers' training related to teaching CT in ELT as well as in teaching with the GBA as the approach which is relevant with the curriculum. In such a way, it is expected that English teachers can assess the students' CT in team so as to achieve a more objective result as well as to improve their teaching competence.

Third, since the research involved only the students of the science program, for further study, it is recommended that students of social or language program are also involved in order to obtain a more comprehensive and valid result.

Finally, given the facts that senior high school students have potential to think critically, the teaching of CT through collaborative writing should not be understood as merely teaching the students to be able to build sound arguments. Rather it is to teach them how to articulate their thoughts clearly, accurately, reasonably as well as appropriately, so that in the long term this becomes their habit of mind and is expected to contribute to the character education as mandated in the curriculum.