

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions for later studies or practices. The conclusion is based on the research question and drawn from the research findings and discussion, while suggestions provide some ideas addressed to English teachers and further research relating to fostering critical thinking in the classroom at the high school level. The limited of the study is also provided in this chapter to accomplish the evaluation purpose.

5.1 Conclusion

This study aimed to investigate how the teacher fosters critical thinking in the classroom when teaching argumentative essay at the high school level. The collected data in this study included classroom observation that had been held in five times and interview. The collected data, further, were analysed according to Ennis's (1992) fostering critical thinking approaches, critical cues instruction by Paul & Elder (2007) and Bloom (1956) and teaching stages taken from Emilia's (2005) study. The following is the conclusion of the each strategy based on the data analysis.

First, in terms of approaches or mechanism used, there are three broad approaches or mechanism to foster critical thinking in the classroom (Ennis, 1992 as cited in Emilia, 2005) namely general approach, infusion approach, and mix approach. From the teaching process done by the teacher and from the interview process shown that the approach used in fostering critical thinking to the students was infusion approach. It is based on the way teacher infusing her critical thinking in the teaching process and not giving any specific or separate explanation that mentioning critical thinking definition or disposition to guide students. In

addition, the teacher used the instruction as a primary way to foster critical thinking in the classroom. It can be seen from the interview data that supported by observation data where the teacher challenges students thinking through her instruction. However, the instruction used by the teacher in her teaching process still limited to the clarity, precision, and accuracy proposed by Paul & Elder (2007) and at comprehension, evaluation, synthesis, and analysis level of critical cues by Bloom (1956).

Second, in terms of teaching stages, the observation and interview data for teaching stages in teaching argumentative essay have been analysed referred to the teaching stages that have been used by Emilia (2005) in her research. There are four stages, namely: (i) *Building Knowledge of the Field (Negotiating Field)*; (ii) *Modeling (Deconstruction)*; (iii) *Joint Construction*; and (iv) *Independent Construction*. From the data in the previous chapter, the teacher had implemented three of the four stages contained in the cycle. The stage that was missed by the teacher was *Building Knowledge of the Field* where it intended to build up background knowledge, and so the focus was primarily on the “content” of the topic. The teacher began the teaching-learning process directly at identifying text which aimed to teach the generic structure and the purpose of the text. This stage belonged to *Modeling* stage that aimed to build student’s understandings of the purpose, overall structure, and language features of the genre. However, the teaching-learning process ran very well by implementing three other stages according to the teaching cycle. The teacher was aware of the relation between the argumentative genre and teaching critical thinking. The teacher believed that one of the aspects in the argumentative essay will include critical thinking skill in terms of identifying the problem or issue, searching the background information, gathering data, and constructing arguments.

In short, the teacher had been fostering critical thinking in each stage of the teaching-learning process through her instructions and activities related to the argumentative essay. However, the critical thinking instructions used by the teacher are still limited.

5.2 Suggestions

Considering the result of this study about fostering critical thinking in the classroom when teaching argumentative essay at the high school level, there are some suggestions given as the following:

For the English teachers, it has been discussed in the earlier chapters that English teachers should not teach English limited in assisting students acquiring language skill, but also should be expanded in developing an awareness of critical thinking with the intention of encouraging students to become a critical thinker. The findings of this study can raise awareness in critical thinking. Moreover, this study can offer a description and understanding of the English teacher in how to foster critical thinking in the classroom when to teach English, especially in teaching English at the high school level.

For other researchers, this study can be used as inputs to conduct a further study with a different discussion. This study focused on giving a description and understanding of fostering critical thinking; further research hopefully could expand the teaching method used by teachers or do an experimental research towards the implementation of critical thinking in teaching English at the different level. In the meantime, other frameworks or theories of critical thinking are also worth considering in designing critical thinking in classroom practices.

In addition, the researcher realized this study has several limitations in terms of number of participants and the time of conducting data. The present study involves only one teacher as the participant so there is no comparative result. To get the maximum result, it would be better if the participants involved in the next study are more than one teacher. In terms of collecting data, the researcher should follow the school policies that sometimes delayed the collecting data analysis process in a relatively long time. So then the study could not follow the time schedule made by the researcher. Hopefully, limitation of this study could be a consideration for the further research related to critical thinking.