

## **Chapter V**

### **Conclusions and Recommendations**

This chapter presents the conclusions of the study and recommendations for teachers and researchers. The conclusion section contains a brief delineation of the results of the study exposed in chapter four. Meanwhile, recommendations are provided to give teachers insights into students' critical thinking in writing instructions as well as information to conduct further research concerning critical thinking for researchers.

#### **5.1. Conclusions**

The result of the study concerning Senior High School students' critical thinking in writing provides insights into the critical thinking of Senior High School students. It arrives at the conclusion that the students in Senior High School level have the capacity to think critically and are potential to develop their critical thinking. However, the difficulties that prevent the students to enhance their fullest capacity to think critically are also apparent. Therefore, both students and teachers are demanded to give more efforts to enhance and to nurture the students' critical thinking capacity.

The emergence of the students' capacities to think critically was indicated by the eight elements of critical thinking, including identifying and formulating an issue, formulating reasons, analyzing and developing arguments, selecting and providing facts, voicing opinions to show the position, making a conclusion and offering solutions, getting everything clear, and attempting to be a fair and caring critical thinker demonstrated in both

students' compositions and in observation. However, while high-achieving students were able to pursue the purpose of a hortatory exposition writing, low-achieving students were struggling with poor reasoning, although they were able to search and to include desirable data. Meanwhile, the positive changes in the students' beliefs on their critical thinking, before and after writing a hortatory exposition text, show that the students were able to grasp understanding and knowledge of critical thinking. It indicates that practices and activities urging students to think critically during the writing process contributed to the students' critical thinking. In this essence, the students are potential to develop their critical thinking.

Despite of the students' capacity to demonstrate the elements of critical thinking and the potential to develop their critical thinking, four difficulties to incorporate critical thinking were spotted from the study. The difficulties were developing reasoning, constructing a coherent text, using the English language, and controlling emotion. The difficulties in developing reasoning, constructing a coherent text, and using the English language led them into several fallacies such as circular argument and ambiguity. These difficulties are closely related to practice (see Graham & Perin, 2007; Banda, 2009; Gray, 2012). Therefore, more practices will be beneficial. In addition, a patient guidance of the teacher will be beneficial to improve their critical thinking in writing.

The students' ability to demonstrate the elements of critical thinking and the positive changes in their beliefs on their critical thinking show that the students have capacities to think critically and are potential to develop their critical thinking. However, the flaws in low-achieving reasoning, the small changes in the students' beliefs, and the appearance of the difficulties in incorporating critical thinking in their writing become indications of the lack of the critical thinking and writing teaching. Thus, the continuous effort

integrated in different activities, outside and inside the classroom, to nurture and to emerge students' critical thinking are necessary.

## **5.2. Recommendations**

This study is inevitably imperfect. It might contain flaws and errors, especially in the process of students' critical thinking evaluation. However, this study will be helpful in giving insights into Senior High School students' critical thinking and be a beneficial consideration in finding solutions to overcome the problems. For further research, it is suggested to 1) employ alternative criteria in assessing students' critical thinking; 2) focus on the unique of each individual in enhancing critical thinking; and 3) as critical thinking research in the primary and secondary level in Indonesia is not abundant in resource, to conduct a study in primary level will be beneficial to enrich the knowledge of students' critical thinking in different level of age and to formulate solutions to problems related to critical thinking area. Because the more we know, the better our chance to arrive at solutions.