

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This final chapter presents the conclusion of the present study and the suggestion for later studies. The conclusion is based on the research questions, findings and discussion stated in the previous chapter. The suggestion is intended for the improvement of future research especially critical thinking and critical reading field.

#### **5.1 Conclusion**

This study is aimed to find out whether critical reading strategies can help students to think critically in reading narrative text. In addition, the purpose of this study is also to investigate the way critical reading strategies help students to think critically.

Referring to the findings and discussion that have been presented in the previous chapter, it was found that there was an improvement of students' critical thinking skills in reading before and after the treatment of the implementation of critical reading strategies. It was revealed that there were 18 of 35 students (51%) who acquired a high improvement of their score from pre-test to post-test. The average of pre-test score was only 41.64, meanwhile the average of the post-test score reached 71.28. It can be concluded that critical reading strategies succeeded to improve students' critical thinking skills in reading narrative text.

Moreover, to give a better explanation about the result of the tests, an intervention during the treatment was conducted. The process of the treatment was observed. In addition, an interview was administered after the treatment to gain a depth explanation to support the data from the tests and the observation.

There are five steps of critical reading strategies as postulated by Sousa (2004) and WSSU (2013) namely previewing, outlining and summarizing,

questioning, reflecting and evaluating. These strategies were investigated and evaluated to reveal how were their roles in helping students to think critically. The following is the conclusion for each strategy based on the findings and discussion.

- a. Previewing strategy enabled students to get an overview from the text before students reading it. Showing pictures, doing discussion, playing games and sharing prior knowledge allowed the students to learn about the text so that it made them be ready to read the text.
- b. In outlining strategy, students got main ideas from every paragraph. Outlining was the initial stage to make them get ready to summarize the text. Students could easily retell the text in Indonesian language. Meanwhile, they still needed the time to be able to retell the text in English. There was a language barrier in expressing ideas as revealed by the students in the interview session.
- c. Questioning has three steps; asking lower order questions, asking higher order thinking question and generating idea and questions. Students have succeeded in answering lower order thinking questions. It was proven by their active participation in the class. However, in answering higher order thinking questions, there were only certain students who were active to participate. The students seemed more hesitant to be initiative. The reason was discovered from the interview that they were not accustomed to higher order thinking question. They usually answered the question which the answers were stated in the book. Therefore, class discussion was really needed in order to give students chances to express their thoughts and ideas.
- d. In reflecting strategy, students learned how to relate the topic of the text to their experiences and how to position themselves toward the topic. In this strategy, they considered multiple perspectives in making decisions.
- e. In evaluating strategy, students were asked about moral value of the story and shared what they have learned from the story.

From those strategies, students' critical thinking evolvement can be seen by listing the most evident to the least evident. The most frequent of critical thinking skill performed by students was reasoning. They were encouraged to tell the reason in every decision they made. At first, students tended to express ideas with lack of reason, however as triggered by teacher's question, they finally could declare reasonable argument. They tried to put conjunction "because" whenever they were asked to explain their thoughts. Next, the second most frequent critical thinking skill showed by the students was predicting. Students tried to relate their prior knowledge to the new information they received.

Third, students were able to recognise context. They were trained to see things in multiple perspectives. They met the criteria of being critical thinkers as suggested by Kurland (2000) and Nosich (2001); open to new ideas and perspectives. Last, asking higher order thinking question became the least skill which mastered by students. It only happened once during the treatment. Mostly students asked about the translation of English into Bahasa Indonesia or vice versa. They rarely asked about the content of the text although they were very active in answering questions. May be it is caused by the shy feeling. In addition, they were also not accustomed to asking higher order thinking questions.

It can be concluded that the process of the implementation critical reading strategies support the result of the tests. It revealed the possible factors of the way critical reading strategies help to improve students' critical thinking skills in reading narrative text.

## **5.2 Suggestion**

Based on the research findings and discussion as well as conclusion, there are two suggestions presented by this study. First, the suggestion is intended for future researchers who have an interest in conducting a research of critical thinking and critical thinking topics. As revealed by the findings of this research, critical reading strategies proposed by Sousa (2004) and WSSU (2013) have been improved students'

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critical thinking skills significantly. Therefore, the other critical reading strategies are suggested to be considered in designing the lessons in order to foster students' critical thinking skills. Moreover, the critical thinking skills also can be expanded since the present study focused on four critical thinking skills in reading; reasoning, predicting, recognising context and questioning. Longer meetings may also give better result since the treatment of this study could only reach three meetings.

Second, the suggestion relates to teacher professionalism. It has been written in the first chapter that one of educational aims stated in 2013 Curriculum and Government Regulation Number 10 Year 2010 is developing students' critical thinking skills. One of the ways to foster critical thinking skills is by implementing critical reading strategies in interacting with various kinds of text. Therefore, English lessons should not be only concern on its development of language skills but also how it can contribute to develop students' critical thinking skills. While the present study is aimed to make a contribution in providing theoretical references in embedding critical thinking skills through critical reading that was implemented in junior high school, further studies may take part to utilize this concept into lower or higher level by considering students' proficiency level and text selection.