

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATION**

This chapter presents conclusions of the research findings and discussion in the previous chapter. Some suggestions for future studies that are related to students' critical thinking questioning are provided to be considered for the similar issue.

#### **5.1 Conclusions**

This study intends to investigate the students' type of questions in learning to read a narrative text, how the questions asked show the students' critical thinking, and the roles of the critical thinking instruction to help the students to be able to ask and answer critical thinking questions.

Based on the analysis, it was found that the students made the questions that were categorized as remember, understand, analyze, evaluate, and create. By calculating the amount of each question category that the students made based on four narrative texts that they had read, evaluate question category occupied the highest frequency and followed by analyze, remember, understand, and analyze question categories respectively. As the questions that the students made were dominated by higher-order thinking question categories, it was assumed that the students had the understanding towards critical thinking question categories and were able to write it into questions. However, as it was found that remember question category was the second highest frequency, it should be evaluated further why the students still focused on memory-recalled information. In contrast, for understand question category, despite lower-order thinking question, it was analyzed that the questions showed the students' ability to inquire information that was obtain from summarizing and inferring, hence it showed the students' critical thinking.

From the questions that were categorized as critical thinking questions, it showed that those questions show the students' critical thinking skills, namely: interpretation, analysis, evaluation, and inference. In interpretation, this skill was identified in the students' questions that asked the theme of the story and the summary of the specific events. In analysis, this skill was reflected on the students' questions which asked the motives of the characters' actions. Hence, in answering

the questions, the students needed to see the issue from the character's perspective. It was found that the students mostly asked the questions that involved analysis to find out the reason why the characters made a certain decision, such as choosing the queen, spouse, or fiancé. In evaluation, this critical skill was reflected in the students' questions which asked to judge something which involved the students' experiences, beliefs, and values. Finally, in interpretation, the questions generally asked the students to make reasonable conclusion and propose the alternatives ideas to solve problems.

Even though there were some limitations in implementing critical thinking question instruction, it was found that the students were able to compare the issue by seeing it from positive and negative sides, examining the issues beyond what was stated in the text, connecting the issues to the students' experience, and relating the characters' action to the students' beliefs and values to produce different ideas that were different with the original stories.

## **5.2 Recommendations**

Based on the findings of this study, the students made questions that were categorized as remember, understand, analyze, evaluate, and create. The questions that were categorized as critical thinking questions represented different critical thinking skills namely; analysis, inference, and evaluation. It cannot be denied that in acquiring the skill in asking question cannot be separated from the teacher's roles to give the instruction in asking the questions.

During the study, at the beginning when critical thinking questioning was introduced, the questions were dominated by remember question category. Hence, it was assumed critical thinking questioning was first considered difficult by the students as they used to be encountered by lower-order thinking questions that did not contribute for their critical thinking development. However, after students were given the guidance in asking questions, they could generate critical thinking questions. These findings indicate the necessity to implement critical thinking questioning in the students' reading activities. As the students were able to ask critical thinking questions, it was found that they could think critically as well.

However, in implementing critical thinking questioning, there were some obstacles that were experienced by the students as some of them were having difficulty in asking higher-order thinking questions and the questions were not relevant to what was being discussed on the text. Having known that there were still some questions which were categorized as lower-order thinking questions and were not relevant, the implementation of critical thinking questioning should be evaluated in terms of planning and executing the activities. It is recommended for teachers to plan the activities well and focus on the objectives that want to be achieved. Even though the learning focuses on student-centered learning, teachers should monitor and provide constructive feedback to the students during the instruction in critical thinking questioning.

For the last recommendation, as this study was employed to junior high school students who are categorized as adolescent learners, students sometimes did not show their engagement during the learning process. It was possible that the students might have difficulty in asking critical thinking questions. Moreover, as the learning process focuses on student's independence to create their own question, students need to put their own approach in understanding the text. Hence, it is recommended for those who are interested in critical thinking questioning study to include some varieties of learning media or activities that could motivate the students to follow the instruction enthusiastically. As the result, the learning process would be more engaging for the students and it is expected that students could create the critical thinking questions that are relevant, contextual, and significant to what is being discussed.