CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the first section displays decisive points of strategies and challenges in enhancing students' critical thinking skill by the teacher in the classroom. The second section presents some recommendations for further studies in implementing strategies to enhance critical thinking skill for students and its application in pedagogy context.

5.1 Conclusions

The present study is aimed at revealing the teacher's strategies and challenges in facilitating students' critical thinking skill. The study has constructed two research questions: (1) What teaching strategies are made by the teacher to facilitate students' critical thinking in ESP classroom? and (2) What are the challenges encountered faced by the teacher in the effort to enhance students' critical thinking in ESP classroom?

Based on the first research question, there are three main strategies identified in enhancing students' critical thinking; (1) mini debate, (2) movie review discussion, and (3) peer-group discussion.

The first strategy is mini debate activity. The teacher stimulated the students with several issues and questions which make them think more critically to share their ideas with their classmates. In that situation, the students must determine their stand points about the topic without any distraction and influence from other students. The teacher pointed out that all students should contribute to the mini debate activity. Moreover, the teacher also gave some guidelines (*make argument, state the reason, give evidence, and create linkage*) to the students so that the activity achieved its target in enhancing students' critical thinking. The guidelines were given to support the students when they stated their ideas. Furthermore, a mini debate activity also improved students' confidence and motivation because

they were asked to make arguments and convinced their classmates in front of the class.

The second strategy is movie review discussion. The strategy emphasized the analysis of the movie and made further discussion associated with the movie's background to enhance students' critical thinking. In this strategy, the students were tasked to watch a selected-movie at home. The students should be able to explain the content of the movie (theme, plot, setting, characters, and moral value) in the next session. Then, in the following meeting, the teacher gave worksheet which contained some critical questions related to the movie as the stimulus for the students to improve their critical thinking skills through movie review discussion. The implementation of enhancing critical thinking began when the students answered the questions from the worksheet given by the teacher. Furthermore, the teacher related the students' answers to today's real life condition which encouraged the students to share their thoughts and respond to the information critically.

The third strategy is peer-discussion. It is a group discussion session in which the students were divided into six groups of seven students. In this strategy, the students were asked to create a digital narrative text with digital formats (Video, cartoon, stop motion, comics, slide of pictures, etc.). After explaining the rules in making digital narrative text, the teacher went to each group to ask their preparation, background of the story, characters, plot, setting, and the process of making the narrative text to each member of the group. Each member should answer the teacher's questions in detail. In this session, teacher did not only measure the student's pronunciation, fluency, speaking skill, and way of making arguments and explaining the ideas in English, but also improved their critical thinking skills.

As for the second research question, there are three main challenges which occur in improving students' critical thinking in the classroom; (1) vocabulary mastery, (2) class size, and (3) students' anxiety.

Vocabulary mastery is the first challenge in enhancing students' critical thinking skills. The students were stuck when they gave comments and found some new vocabularies in English. Students' cultural background, communication habit, and eagerness to learn English also determine their proficiency level in mastering English. Furthermore, the concept of English as a foreign language in Indonesia could contribute the students' difficulty in learning and practicing English because of limited time and space to develop English proficiency in a formal education. The students should have some extra time to develop and improve their English proficiency better, because the students should master English vocabularies to understand the content of information in English language comprehensively so that they can criticize and respond critically to the information from various social and mass media.

Moreover, the class size also hampers the teacher's strategy to enhance students' critical thinking skill in the classroom. The implementation of teacher's strategies to create and make the students think critically in the classroom became more difficult because some students did not focus to the teacher but paid attention to other classmates or their mobile phones. Based on observation, in some sessions, the implementation of mini debate and movie discussion strategies did not work completely because some students chatted with others while waiting for their turn to share ideas. That condition created a noisy and unconducive situation in the classroom. Eventually, the teacher had to remind the students to be quiet for a more conducive learning environment.

The third challenge in enhancing students' critical thinking is their anxiety to speak and make argument in English. Based on the observation and interviews, the students still feel guilty and desperate when they communicated in English and made mistakes. The students are still worried about being bullied and humiliated by others for wrong pronunciation, lack of vocabularies, and improper uses of English. Thus, the teacher created two ways of communication by mixing Indonesian and English in order to ensure the critical thinking material understood

by the students and to make the students comfortable with the activity of critical thinking enhancement.

In conclusion, the implementation of strategies to enhance students' critical thinking in the classroom need a well-prepared plan to develop critical thinking strategies. Some extra plans should be organized to minimize the problem during the process in enhancing students' critical thinking. Moreover, in Indonesia's context, English language is still not easy to implement both inside and outside the classroom. The students find difficulty in applying English language in their daily communication because of cultural barrier, environments, and motivation to learn English language.

5.2 Recommendations

The present study is aimed at revealing teacher's teaching strategies in enhancing students' critical thinking and finding out the challenges faced by the teacher in facilitating students' critical thinking. Based on the observation, interview, and documents analyses, there were three challenges that occurred in enhancing students' critical thinking: vocabulary mastery, class size, and student's anxiety. A teacher can spare time in a classroom session to enrich students' vocabulary by creating a group of "part of speech" material discussion, asking them to watch movie, read a book, and communicate with English to enlarge their vocabulary and increase their confidence. The class size challenges can be solved by gaining collaboration with education stakeholders and government to create effective, reasonable, and valuable classroom size. In addition, the teacher can create peer group and delegate some students to inform and explain the information from the teacher to the others. This recommendation will also be useful to raise students' motivation and decrease their anxiety because the teacher gives them responsibility to share the teacher's information to other students.

Furthermore, the future studies should narrow the scope of one of the strategies or challenges to be analyzed and researched, so that the process of enhancing students' critical thinking can be explored more comprehensively. Moreover, analyzing one of the challenges in enhancing students' critical thinking

can also contribute to the solution of the problem for both teacher and students to maximize the critical thinking implementation in the class. Moreover, the use of ICT based learning is also another recommendation for further study. The wave of technology and internet push the educators to create better teaching materials and strategies to develop and enhance students' critical thinking skills. Research on students' experience of critical thinking through ICT based by using application ICT-based activities such as multimedia, internet, and social media communication should become a consideration.