

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusion of the research and offers some suggestions for further research. This chapter is divided into two major parts, with the first part is aimed at giving concluding remarks about the current research and the second part deal with suggestions for related parties and further research in related topic.

5.1 Conclusions

Based on the finding of the analysis, it is shown that three students involved in this research in general exhibited *Standard* critical thinking skill while one student performed *Above Standard* critical thinking skill. The finding is obtained after analyzing certain set of skills which reflect critical thinking.

To be more specific, it is revealed that, in general, students did not experience any difficulty in Interpretation, Analysis, and Explanation skill. Nevertheless, students still struggled with Evaluation and Inference skill. Students, in particular, were confused and had trouble at addressing alternative perspective which is included in Evaluation skill. Due to the nature of Inference skill which requires careful consideration to provide logical and coherence conclusion, students' lack of evaluation also affects inference skill. Therefore, it can be concluded that students' ability at addressing alternative perspective is the key factor which affects their Evaluation and Inference skill.

Regarding this, it is possible that the reason why students found it difficult to address alternative perspective might be caused by culture barrier. In Indonesia, the influence of Asian culture is deep-seated. Although the term 'Asian' culture is a generalization because each Asian culture has its own guidelines for appropriate behaviors and social conducts (Zhang, 2008), similarities like preferring indirect and implicit communication still exist (Gao, Ting-Toomey, & Gudykunst, 1996).

Critically evaluating other people's argument is not a common practice in Indonesia culture because Indonesian people tend to be indirect and avoid conflict (Suryanto, 2014). Moreover, at school the practices of evaluating argument are also rare. As an example, students tend to only learn from copying and memorizing what the teacher had explained (Lengkanawati, 2004), which does not accommodate critical thinking and evaluating skill. Students also had been observed to be passive and rarely criticize something in class (Dardjowidjojo, 2003). Thus, total obedience, unquestioning mind, and the belief that 'teacher is always right' typically occurs in Indonesian classroom setting (Marcellino, 2008). The situation limits students' exposure and chance to exercise their ability to address alternative perspective by critically evaluating them, which in the end leads to their lack of evaluation skill and inference skill.

5.2 Suggestions

From the conclusion above, this study offers some suggestions for the teacher, education stakeholders, and future researcher.

There are two suggestions for teachers in connection with the students' level of critical thinking skill. First, teacher should give more exposure to students regarding critical thinking. Teacher in particular should pay more attention and encourage students to evaluate other person's perspective as well as drawing coherent and logical conclusion.

Second, it is also recommended that teachers do not only promote critical thinking through activities, but also through modelling so that students may pick up the habit of critical thinking which would result in increased critical thinking skill for students.

As for the pedagogical implication, it is suggested for education stakeholders to be aware and accommodate students' struggle and difficulty in critical thinking. It could be achieved by putting more emphasis on curriculum regarding critical thinking skill and instructing specific ways of conducting critical thinking in classroom activities.

The current researcher also provides some suggestions for other researchers who are interested in related topic. First, this study can be a reference for future researchers who are interested in the issue. Furthermore, future researchers may analyze students' difficulty in critical thinking skill based on the finding this research provided. Analyzing students' critical thinking through other means is also advised. Future researchers can analyze students' critical thinking through other text types or spoken communication such as debate or discussion activity. Future researcher may also attempt to discover certain technique to improve students' critical thinking skill.

