

CHAPTER V

CLOSING

5.1 Conclusion

Based on the findings of this research, certain inferences may be drawn about students' critical thinking abilities in the context of the Cambridge curriculum implementation in topic speed. The following is a summary of the conclusion:

- 1) Implementing the Cambridge curriculum to 7th grade in topic speed is already appropriate to the four elements of the curriculum's aspects. All the activity of the topic taught is already planned well and by the class activity. However, the teaching-learning activity didn't provide any activities especially that requires students to work together in a group because of the limited time provided in every meeting. At the same time, those activities such as experiments and solving a problem in a group could improve students' critical thinking.
- 2) The average percentage of students' critical thinking skills in implementing the Cambridge curriculum in topic speed from 34 students from one private school in Bandung obtained 50.5% and categorized as low. The indicators of critical thinking indicators in inference have the highest percentage of 57.70% in the medium category. The students' responses in the inference indicator are excellent. Generalizations are feasible, and average conclusions are reached. The concept they have is already good in focus. Other indicators are elementary clarification acquire 51.57% in the low category because of the absence of trained students' capacity to identify or create questions and students' ability to identify and formulate criteria to consider responses (S. Hendrik, 2016). Basic support acquires 41.91%, in the low category because students have no prior knowledge of a concept, so it is challenging to associate knowledge with another concept. Advanced clarification acquires 45.58% in the low category. It is conceivable due to students' inability to define the correct terminology. The last is strategies and tactics acquire 55.88% in the medium category. The score is closest to the limit of the low category. It is conceivable that students have enough understanding but struggles to define problems and formulate alternative solutions because the multiple-choice question and answers fooled them. The

result of student's critical thinking is categorized as low. The implementation of the curriculum does not cause it but another probable cause, such as online learning. The learning process could affect student critical thinking. In addition to students' prior knowledge, interaction among teachers and other students' orientation to the goals and class composition was essential in interacting with critical thinking skills.

5.2 Recommendation

Based on the findings of research conducted and concluded, there are several recommendations that the researcher gets to enhance, including some that are as follows.

- 1) The teacher could provide more various activities that require students to work together in solving problems.
- 2) Researchers could widely observe public schools with the implementation of the national curriculum and other private schools and international schools that implement different curricula.