

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter intends to give a comprehensive recap on the research findings as well as discussion which has addressed the research questions: (1) factors that hinder their critical thinking in reading comprehension, (2) the benefits of using critical thinking in reading comprehension, and (3) how participants perceive themselves as critical thinkers, as it is aimed at giving new perspectives towards critical thinking in reading comprehension for English learner. In regards to the three research questions, the first milestone answers that mainly lack of vocabulary, lack of opportunities to share students' thoughts in classroom, as well as teacher's quality to apply critical thinking skills in reading comprehension become hindering factors for students in understanding the two key terms as the first research question. While the second milestone, answers that analytical, evaluating skills, and prior knowledge are increased which shows the beneficial of using critical thinking in reading comprehension as the second research question. At last, the third research question can be answered from participants' response on their open-mindedness and one's eagerness to learn something new that could reflect the critical thinker, while an ability to understand vocabularies and decent analytical skills is useful in order to become a critical thinker in reading.

5.1 Conclusion

In the transformative era, an individual should have decent judgmental ability as well as the capacity to assess certain things to ease their regular tasks. That happens with English learners, as they tend to encounter new things daily and are required to adjust with the fast-pace of learning. For instance, students in higher educational levels, such as in senior high schools and universities have a plethora of responsibilities, not only in finishing the tasks but more on how they could be convenient enough in portraying the authors' main ideas and accomplished to do a comprehensive reading with more complex topics. Having such notion can become evidence of how critical thinking ability affects our daily situations. With such globalization and its challenges, we have to be open-minded lifelong learners and

become creative thinkers who are eager in providing ideas or suggestions. It is clearly stated from the three participants, in regards to how well they recognize critical thinking skills in reading comprehension. With the provided findings as well as discussion, the conclusion is shaped that each participant did demonstrate significant or slight change after applying critical thinking skills in reading comprehension, especially when they are performing the tasks throughout college years. The similarity can come from the way they mentioned decent vocabulary as well as good analytical skills while comprehending a passage. In other words, the previous statements show some of the characteristics of critical thinking which are; rationality in reasoning and open-mindedness.

Besides, from the provided 8 criteria of critical thinker in reading, the most commonly used ability is; the ability to propose new ideas, inference key conclusions, and understand the authors' point of view. That has been clearly shown in the discussions and two interview. Although students have turbulences in understanding critical thinking skills in the junior high school, with such recall and reflection, they could recognise the differences throughout the learning progress through interviews and questionnaire given. Attending Reading C course also helps them to validate the answers clearly with the lecturer's guidance and more discussions forums in class, that surely can encourage students to express their opinion more clearly. It is emphasised from one participant as well, that her self-summary becomes compact and easier as the analytical skill is often applied during the lesson.

To summarize, each participant, despite the challenges from external or internal factors, could recognize the importance of using critical thinking skills in reading comprehension. Some of them started to be aware of this aspect, even though there was only a slight change in their comprehension ability, they surely need more guidance to apply critical thinking skills optimally. The term "learning forward" in the thesis title is used to capture students' encouragement in acquiring new knowledges in reading lesson with unlimited possibilities.

5.2 Suggestions

In accordance with the conclusion of this writing, some suggestions are put forward to enhance the research's purpose. Thus, it is intended to be read for;

1). Suggestions for English Learners

In accordance with the findings of chapter four, there are two main factors contributes in hindering students in reading comprehension; difficult vocabularies or plots in reading passage and lack of opportunities to share opinion in classroom. With that being said, it would be better for them to practice analysing the passage more often, as it can help them to be a critical thinker in reading, which relies on knowing the key questions or required information stated in the 8 criteria of critical thinker in reading. Having a continuous practice with classmates is suggested as it can help the learners to obtain new information and can share their thoughts accordingly.

2). Suggestions for Lecturers of Reading Course

Besides difficult vocabularies or plots and minimal class discussion, another factor hindering them in applying critical thinking comes from the educators, that were pretty much stated from one of the three participants. Without undermining the effort that the lecturers have put in the reading course, I would like to suggest for teachers to introduce critical thinking skills more often during teaching and learning session, as it can help students know more about how the critical thinking skills applied during the reading comprehension. Therefore, students can be equipped with a decent prior knowledge in reading.

3) Suggestions for Future Researchers

As narrative inquiry is used for the writing method, the whole findings and results are considerably presented in a profound narration on the learner's critical thinking skills in reading comprehension. The main theme for the writing is about the self-reflection of the participants, whether they have optimally used critical thinking skills in their regular English or reading lessons. Therefore, the applicable suggestions for future researchers are to do further research on the

teacher's personal teaching experience in applying critical thinking skills and evaluate it with using similar method. That way, a comprehensive topic will be equipped for the study's development.

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