

## Chapter Five

### Conclusion and Recommendation

#### Conclusion

The writing activity implemented in Basic Reading and Writing class has some critical thinking oriented activities. There are three writing activities from six kind of writing activities that stimulate the students to perform critical thinking through their writing product. However, not all of the students felt that critical thinking oriented activity could lead them to be able to think on the intended skill of the critical thinking-oriented activities.

There are self reflection, course reflection and ultimate dream writing activities implemented in the Basic reading and writing course which are included as the critical thinking-oriented activities. Both self reflection and course reflection require the students to perform their ability to evaluate particular object. if self reflection is about evaluating one' own performance , course reflection is more about evaluating course or lecturer. The other writing activity is *ultimate dream*. It is the writing activity that stimulates the students to perform their critical thinking by making plan toward their future. In this writing activity, the students perform the ability to create.

In addition, the students who are engaged on the Basic Reading and Writing course have different perception toward the activity in the course. Not all students

perceive that they can perform critical thinking as it is intended to be. Self reflection as the critical thinking-oriented activity promotes the students' to perform the ability to *evaluate*. However, there is still students who only reach the level of *understand*. This also happen on the course reflection. The majority of the students reach the intended skill, but there is a student who only reaches the ability to *apply*. The last activity is ultimate dream. All of the students get the benefit to create a plan. In addition, one of them also reaches the ability to evaluate his performance in writing.

### **Recommendation**

Based on the data showed, the writing course in English Education Department especially Basic Reading and Writing course has provided a writing activity that promote students' critical thinking. However, not all of the writing activity is critical thinking-oriented activity.

Therefore, this study can be the evaluation for the lecturer who teaches writing especially in the Basic Reading and Writing course because performing critical thinking in writing assignment is a must for the students especially in their first semester. Therefore, the lecturer plays a crucial role to create a writing activity that stimulates the students to perform it. Besides, this study can be used by many other lecturers who teach writing to use the critical thinking-oriented activity used by the lecturer of EED UMY.

Related to the variation of students' perception about the critical thinking-oriented activities, it may be better for the teacher to deliver what the intended skill that students will be achieved by those critical thinking-oriented activities, that all of the students can understand more what they should do and optimize their performance on the intended skill. Therefore, the students can realize more on the skill they might have by engaging into the writing activities.