

## **Chapter Five**

### **Conclusion and Recommendation**

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Lastly, after discussing and analyzing the findings in the chapter four, this first part of chapter five provided the conclusion about how the teaching methods implemented by the lecturers at English Education Department of UMY to develop students' critical thinking. There were three types teaching methods implemented in class such as: deep dialogue method, socratic method and collaborative learning method. Those three types could develop students' critical thinking.

To begin with, the implementation of teaching methods by the lecturer in classroom used three types of methods. The first method was Deep Dialogue Method and in this method the students and the lecturer used good communication to conveying knowledge in learning process. The second method was Socratic Method in which this method shows the lecturer was asking the students' assumption towards the topics on journal of the day in learning process. The last method was Collaborative Learning Method that was about how the lecturer makes a formed by small group learning. That contained basic features of group discussion: they are sharing, storage, and retrieval.

Subsequently, in fact the most used methods implemented by the lecturer more develop students' critical thinking in learning process were Socratic Method and collaborative method. However the deep dialogue method was rarely used. The first most used method was Socratic Method. The activities which were used by the lecturer in this method close book journal activity and drawing story activity. Those activities helped to get students' assumption and to make students more think critically. Actually, the ultimate goal of the lecturer used this method was to help the students examined their own beliefs and new information they encountered.

Furthermore, the second method was Collaborative Learning Method. One of these activities in this method was the lecturer usually asked the students to make small group learning. Group discussion became one alternative ways to make the students explore their opinion with their peers. From this sharing session, absolutely it was found that there were different perspectives and different points of view from each member in group which might cause group conflict. So based on this phenomena the students could try to develop their critical thinking in class. Finally, in this research the researcher found the lecturer in class were applied three methods to make the students more critical in learning process, namely: Deep dialogue Method, Socratic Method and Collaborative Learning Method.

## **Recommendation**

This second part of chapter five presented the recommendation about the implementation of teaching methods by the lecturer to develop students' critical thinking. This recommendation was for the others lecturers, the students and future researchers.

**For Lecturers.** The results from this research hopefully, the other lecturers could apply this method as the learning method in the classroom in order to arouse the students' critical thinking especially in learning English. In addition the lecturers were also to train blend the methods in learning process to make the students more active be critical thinker.

**For student teachers.** The students could use the methods in order to train their critical thinking skill. Furthermore, by collaborative learning method and Socratic Method, the students were also able to enhance their critical intellectual and also social interaction. Besides, the students shared their argument in Socratic method could be useful for the students to increase their knowledge and also from group feedback in collaborative learning method could also use be useful for the students to better in learning English in the future.

**For Future Researchers.** For the other researchers in the future who probably conducted the same topic of this study could be done in quantitative research in order to measure deeper about the best teaching methods used by the lecturer to develop students' critical thinking. It was because this research was in qualitative design which only described the implementation of teaching methods by the lecturers to develop students' critical thinking.