

CHAPTER FIVE

CONCLUSIONS

This chapter will mainly discuss the summary of the results. As well, the researcher will discuss the offers several recommendations for the lecturers and students.

Conclusions

Based on the results, the PBI UMY students were respectively in those three highest levels of Bloom's Taxonomy. The students who were categorized as critical readers were in a very high population. In more details, students in analyzing level were in very high population. Meanwhile, students in evaluating level were in moderate population. Moreover, students in creating level were in low population. Also, this research reveals that there are students who were not in critical reading levels, however, their population was very low.

The students' ability to read critically was also be figured out. In critical reading, students of PBI UMY had a high ability in analyzing a reading text. Meanwhile, in evaluating text, students of PBI UMY had moderate ability. Furthermore, in creating text, students of PBI UMY had low ability.

Recommendations

For students, the researcher recommends them to improve their critical reading by using several strategies to develop critical reading. The strategies are, first, to have extra time to read. Then, students must consider the title, read slowly, and make notes (Cleveland State University, 2013). Also, students have to be open minded to contextualize the reading (Salisbury University, 2012). By

contextualizing the text, students will read based on the author perspectives, not solely based on their individual view point.

Also, for the lecturers, although teaching students to be critical thinkers or readers is very difficult even Atkinson (1997) states that critical thinking cannot be taught. However, the lecturers can still encourage students to be critical thinkers or critical readers. It is suggested, by giving reading assignment and implementing strategies to read critically toward the assignment, lecturers can encourage students, so that, consciously or not, students' critical reading will improve. Surjosuseno and Watts (1999) recommend certain activities that can be used in EFL class of reading. In analyzing level, lecturers can use analysis questions during and after reading activities to encourage learners to understand the content and the structure of the given passage. In evaluating levels, Surjosuseno and Watts (1999) argue that it is to allow students to focus on their personal judgments. In creating level, lecturers may encourage students to create a summary, paraphrase, and expressing personal view point responding to a text (Huijie, 2010).