

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter consists of two major parts namely conclusions and recommendations. First, the researcher presents the summary of the research. Second, the researcher points out several recommendations after conducting this research.

#### **Conclusion**

This research mainly aimed at exploring the strategies and challenges of teachers of the EED of UMY to develop students' critical thinking. This research found the strategies used by the EED of UMY teachers to develop students' critical thinking. The strategies were questioning strategies, written assignments, classroom debate, or group discussion, problem based learning, reading assignments, and giving feedback. Furthermore, this research also revealed the challenges of EED of UMY teachers' to develop students' critical thinking skills. The challenges were difficulty in incorporating aspects of critical thinking, lack of resources, students' passive behaviors, time constraint, and difficulty in class activity designs.

Two teachers of the EED of UMY used question strategies to develop students' critical thinking. The methods can foster the students to use various critical thinking skills such as interpretation, analysis, and recognition of assumptions to make a conclusion. Therefore, the use of questioning strategies in

learning activities helps teachers evaluate students' knowledge and understanding of their thoughts and others.

The use of reading assignments was believed as the most effective strategy to develop students' critical thinking. This statement indicated that the reading assignments force the students to read and understand what they read. Furthermore, the reading assignments can also be applied with other strategies to develop students' critical thinking. Reading assignments were usually followed by writing assignments. Writing assignments were also effective to develop students' critical thinking. In writing assignments, the students can enhance and develop their critical thinking skills. These activities promote critical thinking among students because they should present their understanding and their conclusions into a written form.

Classroom debate and discussion were also used by 2 teachers of the EED of UMY to develop students' critical thinking. Indeed, these two strategies were usually combined as one. Debate and discussion were expected to improve students' critical thinking and teamwork. Indeed, debate and discussion were designed to increase students' ability to respond quickly and spontaneously to other students' arguments. However, the delivered arguments should be based on academic and scientific resources.

Teacher of the EED of UMY used problem based learning as a strategy to develop students' critical thinking. The aim of problem based learning is to give the students chances to solve their problem. In problem based learning, the

students' were required to identify what they know and need to know, to define problems, to generate solutions, and to test as well as to evaluate their solutions. These research findings proved that the teachers can apply problem based learning to develop students' critical thinking.

The last revealed strategy which the teacher of the EED of UMY used to develop students' critical thinking is providing feedback. The teachers gave feedback to motivate students to develop their critical thinking. In this strategy, the teachers gave the feedback on the students' paper assessments. Thus, the students knew which part they should improve.

In developing students' critical thinking, the teachers found that teaching students who have passive behaviors was the hardest challenge. When only a few students were active in class activity, the classroom activity would not run well. Besides, another challenge was that only a few students thought and answered when the teacher asked a question. The other challenge was that students were accustomed to memorizing information. Therefore, developing students' critical thinking is challenging when teachers meet students who have passive behaviors in the learning activity.

Difficulty in incorporating aspects of critical thinking in learning activity also becomes a challenge in developing students' critical thinking. It is difficult to design learning activities that meet the needs of all learners, and to seek out strategies that foster students' ability to learn and to process information.

Lack of resources is another challenge in developing students' critical thinking. With the lack of existing resources, the teachers did not have a wide variety of learning activities. Therefore, it can be concluded that there are always challenges in developing students' critical thinking.

A time constraint is another challenge in developing students' critical thinking. Teaching critical thinking was challenging for the teachers because it took a lot of time and patience.

The last revealed challenge which teachers faced to develop students' critical thinking is regarding class activity designs. In designing class activities, the teachers should create the classroom activities which meet all learners' needs, so that it is challenging to create class activities that can enhance students' critical thinking skills.

### **Recommendation**

After the research was conducted, there are some recommendations for the teachers and other researchers.

**For teachers.** In this research, there are some challenges and strategies that faced and used by teachers to develop students' critical thinking. Teachers are responsible for helping students to develop their critical thinking skills. As teachers, they should be able to apply the strategies as good as possible. The researcher suggests the teachers to find certain strategies which meet needs of their own students. Hopefully, the strategies could help the teachers in developing students' critical thinking.

**For other researchers.** Based on the findings of this research, there are some challenges that occur when teachers try to develop students' critical thinking and also strategies used by teachers to develop students' critical thinking. The researcher recommends other researchers to conduct research discussing how to overcome the challenges in applying the strategies to develop students' critical thinking. Those other researchers can use case study in this research to find the strategies, challenges, and the teachers' ways to cope with the challenges in real situation.

However, it needs to be acknowledged that the participants of this research were only two lecturers of the EED of UMY, so the number of participants in this study was too limited to be representative. Therefore, the result from this research can not be generalized for all EED of UMY lecturers.