

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusions and suggestions from this research. Conclusions are formulated from research questions and the results of interviews with two final semester students which the researcher has collected as research data, while suggestions contain ideas addressed to several parties including English teachers or lecturers and also future researchers.

#### **5.1 Conclusion**

This research focuses specifically on the application of critical thinking in English language teaching and learning which is still unexplored, especially in junior high schools. This research gap is significant, because the implementation of critical thinking includes many elements that need to be thoroughly investigated. Therefore, the main aim of this research is to determine the obstacles teachers face in teaching English and explain the efforts used in special learning for teaching English in junior high schools.

Based on the research results, there are eight obstacles encountered by teachers, namely traditional teaching methods, time constraints, assessment challenges, teacher training, disciplinary disorders, resistance to change, resource limitations, and cultural and social factors.

All of these obstacles have been overcome well, namely by using various efforts such as argument mapping, analyzing texts and sources, using real-world examples, promoting collaborative learning, building relationships, providing clear instructions, promoting inquiry-based learning, demonstrating thinking processes, enhancing academic performance, and problem-solving skills.

#### **5.2 Suggestion**

Based on the results of this research, the researcher provides several suggestions for teachers or lecturers, students and future researchers, which the researcher hopes these suggestions can be taken into consideration in the future. The suggestions are as follows:

For Teacher For teachers, success in instilling critical thinking skills depends on the application of critical thinking that facilitates students' comprehensive understanding. The integration of efforts from diverse teaching methodologies plays an important role in fostering student engagement and deepening their understanding of the subject matter. Therefore, combining multiple efforts in developing critical thinking is essential in improving students' understanding of the material presented.

For Students, it is recommended for students to apply critical thinking: Always ask deeper questions about the information provided, such as "Why is this important?" or "How do I know this is true?" This helps hone the ability to think critically. When looking for information, consider the source, is the source trustworthy and has good credibility? Practice the ability to construct and test arguments. Try to look at different points of view and consider arguments from all sides before reaching a conclusion. Learn to break down information into smaller parts, and consider each part separately before putting it back together. Always think about the implications of a decision or argument. How will this decision affect the various parties involved? Frequently discuss complex topics with others. Listen carefully and argue politely to develop your critical thinking.

For researchers, suggestions for future researchers are to develop this research by expanding the research object by using comparison classes of participants who apply and do not apply critical thinking skills, expanding the scope of research by exploring the impact of critical thinking on everyone. The research only used semi-structured interviews, so that further researchers can develop it by using more research instruments to further strengthen the results of this research.

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