

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described in the previous chapter, the researcher found the result of document analysis, classroom observation, students writing test and interviewing. This proves students' critical thinking skill in perspective of Merdeka Curriculum in learning to write at MAS Al-Falah Padang is positive. The teaching writing in accordance with teacher's Module Ajar that have been designed with teacher concepts. The supported by teachers' module ajar in the teaching writing. Based on the results of the analysis carried out by the researcher, it is clear that teachers are still implementing the process of developing critical thinking in students at the analysis stage in module for students to learn to write. Based on the results of the interviewed with the teacher, the teacher focuses on students to analyze and understand the components of the descriptive text but the teacher also provides the opportunity to write the descriptive text in the learning process.

Another side, in process developing students' critical thinking skill, teacher used some stage, first stage teacher helped student build the knowledge about descriptive text, second teachers' modeling of descriptive text to achieve the purpose of descriptive text. The third, students and teacher together worked to write descriptive text. The last, teacher ask student to write descriptive text by own self.

In addition, in the development of students' critical thinking skills based on students' writing average scores at second grade MAS Al-Falah Padang, the researcher found that the average student scored 77 with a good category. This proves that students' critical students based on Merdeka Curriculum's perspective on student writing activities still need to be improved.

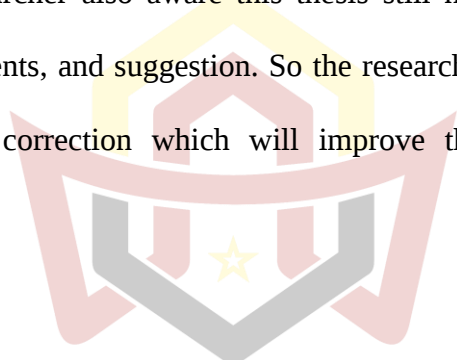
Finally, the development students' critical thinking skill in perspective of Merdeka Curriculum in writing descriptive text at second grade MAS Al-Falah Padang still at analyze stage based on stages of critical thinking and the students got a good write based on the average results of student scores obtaine, and also cannot be separated from the teacher's concept in developing critical thinking skills in the writing learning process.

B. Suggestion

Related to statement mention above in conclusion above, the researcher would like to offer some suggestions which hopefully may be in the future to developing students' critical thinking skill in learning writing. The writer wishes to the teacher could be maintain and keep developing the good concepts and process of developing students critical thinking in writing. The researcher wishes to other teacher and candidates of teachers have deeper of knowledge to achieve in developing students' critical thinking skill at learning writing.

The researcher wishes to the government and educational intuition to hold training English teachers to improve their knowledge in teaching especially in writing. It also seeks or holds training for teachers related to developing students' critical thinking skills in writing along with the implementation of the independent curriculum. Where teachers and students have freedom in learning but also do not forget the elements of learning objectives.

The researcher also aware this thesis still has weaknesses that need criticism, comments, and suggestion. So the researcher hopes some criticism, comments, and correction which will improve the researcher work and understanding.



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