

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the research on the factors affecting EFL students' ability to develop critical thinking in academic writing and the strategies these students apply to overcome these challenges. Furthermore, this chapter proposes suggestions for EFL students, lecturers, and other researchers interested in conducting similar research with different forms and objectives.

#### **5.1 Conclusions**

In this chapter, based on the research analysis and results in the previous chapter, the researcher concludes the interview data. Based on the findings and discussion, EFL students experience a variety of significant inhibiting factors in the process to develop critical thinking in academic writing. Furthermore, the researchers concluded that the causes of the inhibiting factors they encountered were habitual, emotional, mental, and exposure to unsupportive academic literature. In this study, the researcher identified and categorized the factors into three main themes. The first theme is Psychological Factors, which includes subthemes such as low motivation, lack of confidence, and anxiety in mentorship. The second theme is Personal Competence Factors, which has only one subtheme: lack of topical knowledge. The final theme is Linguistic Factors, consisting of grammar and vocabulary. From the data, the researchers concluded that the factors most frequently hindering EFL students from developing their critical thinking are low motivation, which is part of the psychological factors; lack of topical knowledge, which is part of the personal competence factors; grammar and vocabulary, which is part of the linguistic factors.

In addition, the researcher showed that EFL students apply various strategies to overcome the factors that affect their ability to develop critical thinking in academic writing. There are five strategies applied by EFL students: self-management, technology support, learning atmosphere, support system, and guidance schedule management. According to the data obtained from the interview session, self-management applied by EFL students includes reading literature, setting deadlines, and building writing habits. Then, the technology support used by students is Artificial Intelligence (AI). Furthermore, the learning atmosphere that affects students' focus in working on the thesis are quiet learning atmosphere. Furthermore, the support system received by students includes peer support and family support. Finally, mentorship schedule management as a planning strategy for students is routine guidance. From the results of data analysis, the most applied strategies by EFL students are reading literature, which is part of self-management; using Artificial Intelligence (AI), which is part of technology support.

## **5.2 Suggestions**

Based on the research above, the researcher would like to convey several suggestions derived from the conclusions. For lecturers, lecturers are expected to provide comprehensive guidance to students. This not only includes the technical aspects of academic writing but also encourages critical discussions during supervision. Besides guidance, academic support is also crucial. Students often face anxiety and lack confidence in the academic writing process. Lecturers need to be sensitive to the emotional needs of students and provide the necessary support, such as continuous encouragement and motivation, as well as creating a harmonious environment that helps students feel more confident and motivated to complete their

thesis writing.

Another suggestion is for EFL students, it is crucial to recognize and address various factors that hinder their ability to develop critical thinking skills in academic writing. This includes building strong motivation to learn and write, maintaining optimism about their writing which will eventually be published, and managing any anxiety and stress they may experience. Additionally, it is important for EFL students to actively expand their knowledge on the topics they are researching. By doing so, it is expected that students will enhance their critical thinking skills and improve the quality of their academic writing.

The last suggestion is for the future researchers. This research can serve as a reference for other researchers interested in conducting similar research with different objectives. Future researchers are advised to use a mixed methods approach, combining both quantitative and qualitative methods. Using quantitative methods allows for the collection of data from a larger number of respondents, providing more objective and generalized results. On the other hand, qualitative methods enable researchers to delve deeper into the experiences, perceptions, and perspectives of students through in-depth interviews, observations, and document analysis. By combining these two methods, future researchers can obtain more comprehensive and thorough data, making the research findings more valid and reliable.

## **REFERENCES**