

CHAPTER V

CONCLUSION

A. Conclusion

This study aimed to investigate how extensive reading using drama plays contributes to the development of university students' critical literacy in argumentative essay writing and to examine how critical literacy is reflected in students' argumentative essays after participating in extensive reading activities. The findings indicate that extensive reading based on drama plays contributes significantly to the development of students' critical literacy by promoting active reading engagement, deepening comprehension of gender and social issues, and strengthening students' ability to construct evidence-based argumentative essays. Continuous engagement with drama texts encouraged students to interpret characters, conflicts, and power relations critically, distinguish personal opinions from evidence-based arguments, formulate clear thesis statements, and support their claims using relevant textual evidence. Furthermore, collaborative learning activities, particularly classroom discussions and the exchange of perspectives, reinforced students' interpretation of drama texts and enriched the development of their arguments before writing.

The findings also demonstrate that students' critical literacy was reflected in their argumentative essays through their ability to critically analyse gender stereotypes, traditional masculinity, gender inequality, and power relations represented in drama plays. Rather than merely summarising the storyline, students interpreted the ideological meanings embedded in the texts, connected literary representations with contemporary social realities, and developed logical arguments supported by textual evidence. Their essays further reflected critical awareness by questioning dominant gender assumptions, evaluating social constructions of masculinity, and proposing more equitable perspectives on gender relations. These findings suggest that extensive reading using drama plays functions not only as a language learning activity but also as a meaningful pedagogical approach for fostering critical literacy and improving evidence-based argumentative writing among university students. Overall, this study addresses the existing research gap by demonstrating that extensive reading can extend beyond improving reading fluency and language proficiency to facilitate the development of critical literacy through literary texts.

B. Suggestions

Based on the findings, conclusions, and limitations of this study, several suggestions are proposed for students, lecturers, and future researchers to optimize the implementation of extensive reading using drama plays in developing critical literacy and argumentative writing skills.

1. For Students

Students are encouraged to engage in extensive reading consistently and critically, particularly by reading literary texts such as drama plays that present social and gender issues. Rather than focusing only on understanding the storyline, students should actively analyse characters, conflicts, and the underlying ideologies represented in the texts. They are also expected to strengthen their argumentative writing by supporting their claims with relevant textual evidence and by reflecting critically on the relationship between literary texts and real-life social issues.

2. For Lecturers

English lecturers are encouraged to integrate extensive reading using drama plays into reading and writing courses as a strategy to promote students' critical literacy and argumentative writing skills. Classroom activities should provide opportunities for

students to discuss literary texts collaboratively, exchange different perspectives, and critically evaluate gender and social issues before composing argumentative essays. In addition, lecturers are encouraged to select literary texts that are relevant to students' learning needs and contemporary social contexts so that reading activities become more meaningful and intellectually engaging.

3. For Future Researchers

Future researchers are encouraged to expand this study by involving participants from different educational institutions, proficiency levels, or cultural backgrounds to obtain broader insights into the implementation of extensive reading. Further studies may also examine the effectiveness of different literary genres, compare various extensive reading models, or employ experimental and longitudinal research designs to investigate the long-term impact of extensive reading on students' critical literacy and argumentative writing. Moreover, future research may explore the integration of digital extensive reading platforms, collaborative learning, or artificial intelligence-assisted learning to enrich the implementation of extensive reading in English language education.

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