

**PROMOTING STUDENTS' CRITICAL THINKING THROUGH GENRE-BASED  
APPROACH**

A THESIS

Submitted in partial fulfilment for Magister's degree in English Language Education  
Study Program



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# **PROMOTING STUDENTS' CRITICAL THINKING THROUGH GENRE-BASED APPROACH**

Oleh

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Bahasa Inggris

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**PAGE OF APPROVAL**

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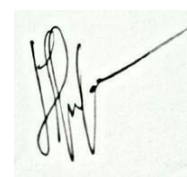


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## STATEMENT OF AUTHORIZATION

I hereby state that this thesis entitled “*Promoting Students’ Critical Thinking through Genre-Based Approach*,” submitted for a Master’s degree in English Language Education, is entirely my original work. I acknowledge that I have incorporated certain statements and ideas from various sources. I take full responsibility for any future claims associated with this thesis and commit to providing clarification if needed.

Bandung, 20 August 2024

A handwritten signature in black ink on a light green background. The signature is stylized and appears to read 'Melawati Dewi'.

Melawati Dewi

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Finally, the writer realises that this thesis is still far from being perfect. Therefore, constructive critics and suggestions from the readers will be much appreciated. The writer hopes that this thesis can be useful for the development of education.

Bandung, 16 July 2024

The writer

# **PROMOTING STUDENTS' CRITICAL THINKING THROUGH GENRE-BASED APPROACH**

## **ABSTRACT**

This case study aimed to describe how the teacher promotes students' critical thinking through GBA in the teaching and learning process of writing argumentative texts. The data were procured from several sources involving observation by the researcher as a participant observer, interview, and students' writing texts were analysed qualitatively. The finding revealed that the teacher applied a teaching approach in teaching argumentative texts to promote their critical thinking through the GBA stages which are BKOF, MOT, JCOT and ICOT which each stage has particular strategies that the teacher used in promoting students' critical thinking. The teacher could engage students' critical thinking in classroom activities such as exploring ideas and giving arguments for some topics discussed. Moreover, students' responses were likewise positive, conveying their interest in the learning process. They conveyed that GBA could help them to write argumentative texts. Additionally, the students' writing performance also indicated they can write argumentative texts regarding evaluating, analysing, and giving arguments as indicators of critical thinking. However, in some of the students' texts, there are only a few critical thinking characteristics figured out. Therefore, they still need to be guided in writing argumentative texts. Furthermore, it was noted that critical thinking skills were not adequately incorporated in the writing sessions conducted within this particular class. Hence, these results emphasize the importance of addressing issues related to students' comprehension of problem analysis which are vital components in the enhancement of their critical thinking abilities within this specific academic domain.

**Keywords:** *critical thinking; genre-based approach; writing text*

# MEMPROMOSIKAN KEMAMPUAN BERPIKIR KRITIS SISWA MELALUI *GENRE-BASED APPROACH*

## ABSTRAK

Studi kasus ini bertujuan untuk mendeskripsikan bagaimana guru mendorong pemikiran kritis siswa melalui *GBA* dalam proses belajar mengajar pada menulis teks argumentatif. Data diperoleh dari beberapa sumber yang meliputi observasi oleh peneliti sebagai pengamat partisipan, wawancara, dan teks tulisan siswa dianalisis secara kualitatif. Temuan penelitian menunjukkan bahwa guru menerapkan pendekatan pengajaran dalam pengajaran teks argumentatif untuk meningkatkan pemikiran kritis mereka melalui tahapan *GBA* yaitu *BKOF*, *MOT*, *JCOT* dan *ICOT* yang masing-masing tahapan memiliki strategi tertentu yang digunakan guru dalam meningkatkan pemikiran kritis siswa. Guru dapat melibatkan pemikiran kritis siswa dalam kegiatan kelas seperti mengeksplorasi ide dan memberikan argumen untuk beberapa topik yang dibahas. Selain itu, respons siswa juga positif, menunjukkan ketertarikan mereka terhadap proses pembelajaran. Siswa menyampaikan bahwa *GBA* dapat membantu mereka dalam menulis teks argumentatif. Selain itu, kemampuan menulis siswa juga menunjukkan bahwa mereka dapat menulis teks argumentatif mengenai evaluasi, analisis, dan pemberian argumen sebagai indikator berpikir kritis. Namun pada beberapa teks siswa, hanya sedikit yang ditemukan ciri-ciri berpikir kritis. Oleh karena itu, mereka tetap perlu dibimbing dalam menulis teks argumentatif. Selain itu, diketahui bahwa keterampilan berpikir kritis tidak dimasukkan secara memadai dalam sesi menulis yang dilakukan di kelas. Oleh karena itu, hasil ini menekankan pentingnya mengatasi masalah yang berkaitan dengan pemahaman siswa terhadap analisis masalah yang merupakan komponen penting dalam peningkatan kemampuan berpikir kritis mereka dalam domain akademik khusus ini.

**Keywords:** *genre-based approach; berpikir kritis; menulis teks*



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