

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents an introduction of the research that is concerned with investigating effective strategies in the teaching and learning process through a Genre-Based Approach to promote students' critical thinking skills. This section consists of seven sub-chapters. The sub-chapters are the background of the study, research questions, aims of the research, significance of the research, scope of the study, classification of key terms and organization of the research.

### **1.1 Background of the Study**

Nowadays, the development of critical thinking skills has become a concern of the educational system around the world (Chusni et al., 2020; Nygren et al., 2019). Critical thinking has very important roles, that is needed to be promoted to the students (Visande, 2014). In line with that, critical thinking must be the purpose of the learning and the teachers must prepare it in the teaching process. Critical thinking skills become important because it can prepare the students to assess the facts and to find out the relevant explanation such as in writing skills. Thus, the students might be able to make a decision, or express self-attitude towards a subject in writing a text. Furthermore, critical thinking in the school is really essential to improve the students' writing skills. By developing the students' critical thinking skills in writing the texts, it is expected that the ability to analyse, think critically and solve problems are able to be encouraged (Liu, 2018). More detail, Wilson (2016) quantitatively and qualitatively reported how important the critical thinking is for the students to nurture their writing skills. In Asian context, Nguyen (2016), focusing the research on simple and basic writing, proposed that critical thinking enhances student basic writing performances.

Additionally, critical thinking skills are required in 2013 Curriculum to meet the demands of current competencies of the globalisation period. Some of the competencies included in the 2013 Curriculum revision are also referred to as 21st

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century skills. The Partnership for 21st century “Learning and Innovation skills” that is also called P21, proposes the four most basic things to have, namely: creativity, critical thinking, communication, and collaboration (Bishop, 2017). Thus, the teachers should be ready and able to teach the students to achieve those four basic competences with some genres either using the 2013 curriculum. The critical thinking skills that must be achieved in the 2013 curriculum competencies are also mentioned in one of the Merdeka curriculum competencies. One of the competencies is presented in the Pancasila Student Profile that emphasis on the development of critical thinking (Sari & Sinthiya, 2022; Baharuddin, 2021).

However, promoting students’ critical thinking, especially in writing skills remains a big problem for the teachers. Most problems revolving in their writing class are due to mechanics comprising finding, organizing, and analysing ideas. Occasionally, they happen to possess vast ideas but have not yet experienced how to jot down the ideas. Different ability on achievement becomes another main reason for writing class successful learning outcomes (Susilawati, Yundayani & Chairunnisa, 2019). Moreover, the writing skills seem to be the most challenging among other English skills, such as listening, speaking, and reading skills. The writing skills require the students to master specific vocabulary knowledge, grammar, and schematic structures. Therefore, the students usually are not actuated in the writing classrooms (Ho et al., 2020). In addition, writing skills become progressively essential for our global community, as do the instructions in writing, which can increase in both foreign and second languages (Rosnaningsih & Puspita, 2020). In Indonesia, writing has lack of attention for the students and teachers in the teaching of English. It can be seen from the difficulties of English writing development and learning, since the learning objective of English writing is limited. Besides, the unfavourable EFL environment can be a factor that decreases the growth of English writing ability, such as the teachers’ performance (Gintings, 2020).

Therefore, the teachers must provide the best strategy of the learning process

to the students. To objectify it in the classroom successfully, the teachers are required to explain and show some well-written samples of reading texts that include the features of specific text types (Rosnaningsih & Puspita, 2020). In concern with this problem, a Genre-Based Approach which has been adopted in Indonesia since 2004 can be a solution to help the teachers in promoting students' critical thinking in writing texts. Moreover, the implementation of Genre-Based Approach in Indonesia has been applied since the implementation of Competency-Based Curriculum (CBC) or 2004 curriculum (*KBK*) (Zebua & Rozimela, 2019). Furthermore, the GBA becomes alternative approaches in teaching English skills 2013 curriculum (K-13). The curriculum offers recommended alternative approach that is Genre-Based Approach (Zebua & Rozimela, 2020). Besides, the Ministry of education through Curriculum Standard and Assessment Board has decided to use the Genre-Based Approach as the method for teaching English at schools. It is stated in the decree number 033/H/KR/2022 and in learning outcomes of English subjects in Merdeka Curriculum. Actually, the Merdeka curriculum is an improvement over the 2013 curriculum which came before it. The changing curriculum in the field of English learning presents new challenges for developing effective lesson plans, creative and meaningful teaching, and evaluation of learning outcomes (Sofiana et al., 2019).

Teaching English through various genres is necessary and that is where the knowledge of GBA is also needed. Genre-Based Approach is still relevant with the 2013 Curriculum and one of the methods which can be applied in the classroom, especially at the level of senior high school. In a similar vein, Derewianka (2003) states that GBA is becoming increasingly influential in the field of English Language Teaching. The GBA, in the teaching and learning processes focus on understanding genres of texts, has been considered as a movement in the new ELT era. Moreover, the GBA helps the students to finish the process of writing activities, such as researching topic, outlining, drafting, revising, editing and proofreading that all of them can enhance the students' critical thinking and critical literacy (Emilia, 2011).

In teaching the critical thinking skills, the teachers can use multi-design learnings and assessments strategies (Setyarini et.al., 2018).

Other researchers have conducted the use of GBA in teaching writing, such as Abdel-malek (2019), Mingsakoon & Srinon (2018) and also Pham & Nguyen (2020) who provide implement the GBA steps in the writing classrooms activities to improve students' writing outcomes. Furthermore, the centrepiece of instruction in GBA is a text. It is seen as purposeful cultural and social practice that involve language patterns (Abdel-malek, 2019). In addition, there is a positive effect of GBA conducted by Mingsakoon & Srinon (2018), it indicates that GBA can promote students' writing skills to understand the purpose, meaning and organisation of the text. On the other hands, the previous study that is conducted by Nagao in 2018 about implementation of GBA shows that the students' writing comprehension can be improved. In the recent study, Ismail and Helaluddin (2022) also conducted the study that revealed the impact of applying a Genre-Based Approach in the teaching and learning process toward students' critical thinking skills.

Although there are many studies similar to this one, little is known about how Genre-Based Approach promotes students' critical thinking in writing texts. From some studies above, the study about development of critical thinking skills seems to have little attention. The majority of the study only focuses on the ways of how to achieve writing skills without involving critical thinking aspects. In response to the fact, the next research is necessary to conduct, especially in the investigation of the significance of a Genre-Based Approach to promote students' critical thinking skills. The critical thinking skills should be integrated into the teaching and learning process as part of today's educational and learning goals because there is a demand for 21st-century work that includes critical thinking skills in the four primary skills. Therefore, in response to the identified gap, the researcher investigated the learning process through Genre-Based Approach to promote students' critical thinking skills in writing a text at one of the Islamic Senior High Schools in Subang, West Java

which still implement 2013 Curriculum.

## **1.2 Research Question**

From the perspective of the background above, this study set out two research questions:

1. How does GBA promote students' critical thinking in argumentative texts?
2. How is critical thinking construed in the students' argumentative texts?

## **1.3 Objective of the Study**

Based on the research question and background of this study, the objective of this study aims:

1. To investigate the teaching-learning process of a Genre-Based Approach to promote students' critical thinking.
2. To figure out the students' critical thinking skills in argumentative texts.

## **1.4 Significance of the Study**

The study is significant from three perspectives: theoretical, practical and policy. It is expected that this study will give some advantages to the development of language teaching and learning, especially in implementing GBA to teaching writing text. The summary of the significance of this study can be witness in the following points:

1. Theoretically, the study can enrich the literature on teaching writing texts, and the advantages of GBA for both students and teachers in teaching and learning English, especially in the context of teaching writing for senior high school students.
2. Practically, the study can provide teachers or researchers with practical matters in implementing the proper method or strategy for teaching writing texts and it provides some general pictures of the effectiveness of English

language teaching practice for the teachers who could be encouraged to do action research in order to improve their quality of teaching.

3. From a policy perspective, the results of the study are expected to lead the changes in EFL teaching policy, especially in developing writing skills for senior high school students in Indonesia and in other contexts, it can allow the students and teachers to use GBA in writing the texts.

### **1.5 Scope of the Study**

The study was conducted at one of the Islamic Senior High Schools in West Java, Indonesia involving 20 students of eleventh. The researcher got involved as a participant who uses GBA in the learning process to promote students' critical thinking in writing texts. This study employed qualitative design. Data collection is obtained from students' writing texts, observation and interview.

### **1.6 Clarification of Key Terms**

For the sake of clarity, key terms in this study are defined and specified as follows:

#### **1. Genre-based Approach to Teaching Writing Texts**

Genre-based approach is an approach which is also known as a text-based approach. The genre consists of the literary text, patterns of daily, academic texts and literary texts in a culture (Hammond & Derewianka, 2001). The GBA in ELT promises the real benefits for learners by pulling together language, content, and contexts. At this point, teachers have the functions as a means to introduce students with the explicit and systematic explanation about the ways of writing works in communication (Christie & Martin, 1997). In the same way, Hyland (2004) highlights that GBA can facilitate the students to construct and shape critical understanding through social frameworks. The GBA comprises the awareness that a particular culture utilises different genres, which means that L2 students may not have the schema necessary for most academic writing in the

English language teaching. This genre can assist the teachers to provide further writing instructions and challenge the students to explore the specific contexts of the genre that is most used, such as an exploration that allows the students to know about how the texts are structured within the students' chosen discourse community and investigate why the texts are written as they are (Hyland, 2007).

## 2. Critical Thinking

Critical thinking is defined as the process of how something is being thought about (Fisher, 1990). It is the intellectually disciplined process of actively and expertly conceptualising, applying, analysing, synthesising or evaluating information gathered from observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Snyder & Snyder, 2008). Moreover, the effectiveness of GBA in the teaching and learning process to promote students' critical thinking skills in writing the texts can be a very substantial part of literacy, especially in the era of globalisation. The critical thinking skills are drawn from the principles of GBA that state learning to write involves learning to use language (Hyland, 2007). In the same term, Emilia (2011) states that three main outcomes of learning under the roof of GBA are students learn language, students learn through language, and students learn about language. In addition, the process of teaching writing should always revolve around the aspects of the language being taught. This process is demonstrated in GBA stages to encourage the students who are being exposed to models of the genre and guide the students to analyse language, content, and social purposes (Emilia, 2011). GBA also interprets the critical thinking engagement with social and textual practices (Hyland, 2007). Therefore, critical thinking skills are skills that cannot stand alone, they can be integrated with other particular contexts of learning skills. It is also stated that critical thinking involves a logical and thorough thinking process used to determine

appropriate beliefs or actions (Ennis, 2011).

### 3. Argumentative Texts

Argumentative text's purpose is to persuade the reader to accept the authors' arguments by supporting their beliefs with facts, reasons, and examples. The purpose of argumentative text is to share thoughts on a particular subject that can contradict the writers in order to convince the target audience that the message is valid (Longknife & Sullivan, 2011). One of the argumentative types is exposition text which belongs to the genre of arguments. In some other cases, the explanation is reversed that the features of arguments belong to the genre of exposition (Derewianka, 1990). Exposition text, defined by Knap and Watkins (2005), focuses on the purpose of arguments, putting forward a viewpoint and providing evidence to support it. It has the features of reasoning, evaluating and persuasion.

## **1.7 Organization of the Research**

Chapter I is the background of the study, research question, objective of the study, significance of the study, scope of the study, clarification of key terms and thesis organization. Next, Chapter II presents an overview of related theories and literatures in the term of theories of Genre-Based Approach, critical thinking and writing argumentative texts. The following Chapter III explains methodology along with detailed research design, data collection, site and participants. Then, further elaboration of results and data analysis will be provided in Chapter IV followed by the conclusion in Chapter V.