

## TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Research Questions .....	3
1.3 Purpose of the Study.....	3
1.4 Significance of the Study.....	3
1.5 Clarification of Terms .....	4
1.6 Scope of the Study.....	4
1.7 Research Report Organization.....	5
CHAPTER TWO: LITERATURE REVIEW .....	6
2.1 History of Genre-Based Approach and Teaching Writing .....	9
2.1.1 Basic Principles of Genre-Based Approach.....	10
2.1.2 The Model of Genre-Based Approach in Teaching Argumentative Writing .....	11
2.2 Historical Overview of Critical Thinking.....	14
2.2.1 Critical Thinking Concepts .....	15
2.2.2 Components of Critical Thinking .....	17
2.2.3 Critical Thinking Assessment .....	21
2.3 Argumentative Writing.....	22
2.3.1 Generic Structure of Argumentative Writing .....	24
2.3.2 Linguistic Features of Argumentative Essays.....	25
2.3.3 Relationship between Critical Thinking and Argumentative Writing .....	26
2.3.4 Conclusion of Critical Thinking and Argumentative Writing Discussion..	27
2.4 Information and Communications Technology (ICT) in Education .....	27
2.4.1 A Historical Overview of the Use of Information and Technology in Education .....	28
2.4.2 Types of Social Media Used in Education.....	30

2.4.3 Relationship between Critical Thinking, Argumentative Writing and the Use of Social Media in Education.....	32
2.4.4 Conclusion of the Use of Social Media in Education Discussion .....	33
2.5 Systemic Functional Linguistics (SFL).....	33
2.5.1 Basic Principles in SFL Theory .....	34
CHAPTER THREE: RESEARCH METHODOLOGY .....	45
3.1. Research Purpose and Research Questions .....	45
3.2. Research Design .....	45
3.3. Setting and Participants .....	46
3.4. Data Collection Techniques .....	47
3.4.1 Documentation of Students’ Argumentative Writings .....	47
3.4.2 Observation .....	49
3.4.3 Interview .....	49
3.5 Data Analysis.....	51
3.5.1 Analyzing Students’ Argumentative Writings (Pre-Test and Post-Test)....	51
3.5.2 Analyzing Classroom Observation and Tweets .....	52
3.5.3 Analyzing Interview.....	53
3.6 Validity .....	53
3.7 Conclusion of Research Methodology .....	54
CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION.....	55
4.1 The Use of Social Media in Genre-Based Approach .....	55
4.1.1 Stage 1: Building Knowledge of the Field.....	56
4.1.2 Stage 2: Modelling.....	58
4.1.3 Stage 3: Joint Construction. ....	63
4.1.4 Stage 4: Independent Construction. ....	64
4.2 The Effect of Social Media in Genre-Based Approach on Students’ Argumentative Writing and Critical Thinking .....	65
4.2.1 Analysis of Text 1 and Text 2 Written by the Low-achiever Student .....	67
4.2.2 Analysis of Text 3 and 4, Written by the Middle Achiever Student.....	77
4.2.3 Analysis of Text 5 and Text 6, Written by the High Achiever Student .....	87

4.3 Conclusion of Document Analysis .....	96
4.3 Students' Perceptions on Twitter As A Learning Tool for Learning Argumentative Writing and Critical Thinking .....	97
4.3.1 Students' Perception of their Critical Thinking Skill .....	99
4.3.2 Students' Perception of Argumentative Writing.....	102
4.5.3 Students' Perception on the Use of Social Media in GBA .....	106
4.4 Conclusion of Data Analysis .....	111
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS .....	112
5.1 Conclusions .....	112
5.2 Recommendation.....	114
BIBLIOGRAPHY .....	116
APPENDICES.....	124