

Genre-Based Approach As A Method to Build Students' Critical Thinking

Genre-Based Approach As A Method to Build Students' Critical Thinking in Comprehending Narrative Text for Senior High School

Pesia Wanudya Barokatul Ummah

English Department, Languages and Arts Faculty, Universitas Negeri Surabaya

pesiaummah@mhs.unesa.ac.id

Abstrak

Membaca teks naratif memerlukan kemampuan berpikir kritis guna memahami isi teks secara mendalam. Genre Based Approach (GBA) atau pendekatan berbasis genre adalah sebuah metode dalam pengajaran bahasa yang memiliki empat tahapan, yaitu: BKOF, MOT, JCOT, dan ICOT. Dalam pengajaran membaca, penggunaan GBA akan mendorong siswa untuk memahami teks secara keseluruhan bukan kalimat per kalimat dan hal tersebut berhubungan dengan kemampuan berpikir kritis. Oleh karenanya, penelitian ini akan menunjukkan penggunaan GBA dalam pembentukan kemampuan berpikir siswa khususnya dalam memahami teks naratif. Penelitian ini berupa penelitian deskriptif yang bertujuan untuk mendeskripsikan implementasi GBA sebagai metode untuk membangun kemampuan berpikir kritis siswa dalam memahami teks naratif, hasil kerja siswa penerapan GBA, dan respon siswa terhadap proses belajar mengajar yang menggunakan GBA. Subjek penelitian sejumlah 36 siswa dan seorang guru. Peneliti melakukan observasi terhadap proses belajar mengajar di kelas guna mendeskripsikan implementasi GBA dan bagaimana hal tersebut membangun kemampuan berpikir kritis siswa. Peneliti juga mengumpulkan hasil kerja siswa untuk menunjukkan sejauh mana kemampuan berpikir kritis mereka berkembang setelah penerapan GBA. Selanjutnya, peneliti melakukan wawancara untuk mendeskripsikan respon siswa tentang proses belajar mengajar menggunakan GBA. Hasil observasi menunjukkan bahwa guru telah menerapkan seluruh tahapan GBA, meskipun terdapat sedikit ketidaksesuaian dengan teori. Hasil kerja siswa menunjukkan siswa mampu menjawab soal-soal berbasis HOTS khususnya pada tahapan analisis dan evaluasi. Terakhir, hasil wawancara menunjukkan siswa mampu menikmati dan merasa proses belajar mengajar menggunakan GBA sangat menarik serta lebih komprehensif.

Kata kunci: pemahaman membaca, pendekatan berbasis genre, kemampuan berpikir kritis siswa, teks naratif.

Abstract

Reading narrative text requires critical thinking ability to comprehend the text deeply. Genre-Based Approach (GBA) is a language teaching method that consists of 4 stages: BKOF, MOT, JCOT, and ICOT. In teaching reading, GBA will encourage the students to comprehend the whole of the text rather than sentence by sentence which relates to critical thinking ability. Therefore, this research is designed as descriptive research aims to describe the implementation of GBA as a method to build students' critical thinking in comprehending narrative text, the students' work after they are taught by GBA, and the students' responses toward teaching and learning process with GBA. The subjects are 36 students and an English teacher. The researcher observed the teaching and learning process to describe the implementation of GBA and how it built students' critical thinking. Moreover, she collected the students' work to investigate whether the method was successful in encouraging students' critical thinking or not. Likewise, the researcher conducted an interview to describe the students' responses to the teaching and learning process by GBA. The observation showed that the teacher implemented all stages in GBA, although there were some points which were not in line with the theory. The students' works showed that the students could answer the HOTS test especially for analyzing and evaluating stage. In addition, the interview result showed that the students felt the teaching and learning process was interesting, enjoyable, and more comprehensive.

Keywords: reading comprehension, genre-based approach, students' critical thinking, narrative text.

INTRODUCTION

Indonesia's government has high expectations in education outcomes, especially for senior high school students. It is indicated by the recent curriculum (2013 curriculum) which requires that the teaching and learning process should be student-centered. Moreover, there are

six components of standard output competence that supported by this curriculum, they are creative, productive, critical, independent, collaborative, and communicative. Here, critical thinking takes a prominent role to create independent learners, since it is related to how the learners determined a decision by less relying on the teacher. Ennis

(1996) explained that critical thinking is logical contemplative thinking that concentrated on determining what to consider or execute. In a simple way, students should be able to trigger and create a graphic (Aloqaili, 2011) in their mind for understanding something deeply by themselves.

In language teaching, critical thinking has a very important role. It is really needed especially in comprehending a text, since it can encourage the students' ability constructing the knowledge, synthesizing the text content, and understanding the communicative purpose of the text. Unfortunately, building students' critical thinking in comprehending text faces some obstacles such as the students' mental construct and cultural background because mental construct and critical thinking accomplish a connective function in comprehending when we create a conclusion with our knowledge (Shihab, 2011). Actually, language classes are chiefly proper for training critical thinking due to the various material and communicative approaches used (Üstünlüoğlu, 2004), but the students' condition might obstruct the learning goals to create critical thinkers. Based on this condition, a proper method that used for fostering students' critical thinking through teaching comprehending text is required, since there are eleven text types that officially stamped in English syllabus for senior high school. One of the text types which require critical thinking to interpret it is narrative text due to it is a text that has sequences of an event for retelling a story (State NSW, 2011). Here, Genre-Based Approach (GBA) may become an alternative method to build students' critical thinking in comprehending narrative text.

The genre-based approach is a teaching method that developed for delivering a text type or genre based on its social purpose, thus the interpreting process will be more focus on the whole of the text rather than its sentence by sentence (Lin, 2006). Furthermore, applying the genre-based approach in language teaching essentially for comprehending text will bring many advantages. For example, Hyland (2003) stated that this approach can powerfully enhance the students to take part actively in obtaining learning objectives without changing the teachers' role in being the center of communicative practices. Moreover, applying genre can offer strongly beneficial word-based information in students' perspective since it can show how linguistic configurations connected with a specific text type so the students can differ it with other genres (Paltridge, 1996). Additionally, Breeze and Sancho (2017) examined that genre can integrate a passage into many areas instead of written work only, such as ethnography and society, then the readers can explore the precise goal from the writer of the passage. Based on those advantages of the genre-based approach, it seems that this method

will be appropriate for teaching the narrative text and building their critical thinking at once.

All of those reasons attract the researcher to conduct research about how the teacher implements GBA to build students' critical thinking. Firstly, it aims to examine the procedure that the teacher uses for applying GBA in the classroom. Then, the researcher wants to know how the students' works toward the implementation of GBA in comprehending narrative text. The last, it will explain the students' perception while GBA is applied in their classroom for teaching the narrative text.

RESEARCH METHODOLOGY

This research aimed to describe the genre-based approach as a method to build students' critical thinking in comprehending narrative text for senior high school. In order to obtain the research objectives, the researcher will conduct qualitative research, since the researcher wants to understand deeply about the phenomenon. According to Ary, et al (2010) qualitative research is appropriate to examine behavioral science, for it can explain well the main reason that causes human to do something. In this research, the researcher prefers to conduct descriptive research, which is research purposed to describe the specific features of a certain person, condition, or a cluster (Kothari, 2004).

This study will be conducted at a senior high school in Surabaya. The researcher chooses this school since there is an English teacher who implements the genre-based approach for teaching narrative text at tenth-grade students. It is in line with the objectives of research and research design which are about describing the genre-based approach as a method to build students' critical thinking in comprehending narrative text at senior high school. The subjects of this study are divided into 2, they are the students and the teacher. The students are tenth graders from a class in this school, and they are consists of 36 students. Then, the teacher is an English teacher who teaches English in this class.

In descriptive qualitative research, the researcher becomes the main research instruments since she will collect the data in order to answer the research question. Therefore, the researcher needs other research instruments to help her collecting the data as complete as possible. Here, the researcher will use field notes, recorder files, videos, and students' works. According to Ary, et al (2010), field notes are the supreme mutual way to gather the data. It is a note that made by the researcher when she or he conducts observations or interviews, and it might be useful for completing the core data in the research (Ary, et al, 2010). The researcher uses field notes for taking notes when observing the teaching and learning process in the classroom, interviewing the research subjects, and scruti-

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nizing the students' works. Moreover, the researcher will take some videos while observing the process in order to provide valid data from the field. She also plans to use recorder files during the interview section to record the data comprehensively. Furthermore, to optimize the data analysis, the researcher will use students' works and scrutinize them for looking for how deep the role of the genre-based approach to build their critical thinking.

The researcher will do non-participatory observation for answering the first research question. According to Kothari (2004) observation is a method to collect the data where the researcher does her own investigation without questioning the research subjects. The researcher will enter to the classroom and take some videos and notes to observe the way the teacher teaches and how the students' activity during the teaching and learning process, without intervening the process at all. The data which gathered from this process will describe how the teacher implements the genre-based approach to build students' critical thinking in comprehending narrative text and it belongs to the first research question. To answer the second research question which is the students' work after the application of the genre-based approach for teaching narrative text in their classroom. The researcher will scrutinize their works to check whether this method helps the students to construct critical thinking or not. To answer the third research question, the researcher will conduct a semi-structured interview for supporting the observation data more valid. In a semi-structured interview, the researcher will provide some open-ended questions, but other questions might be added during interviewing the research subjects (Bloom & Crabtree, 2006). Thus, the researcher will set some questions related to the implementation of the genre-based approach for building students' critical thinking in comprehending narrative text in this class. Those questions are addressed for some of the students, however, if it is needed, the researcher might add other questions related to the research objectives in order to get detail information from the research subjects. The data that gathered from a semi-structured interview will complete the data for the first research question. Moreover, the data also answered the third research question about the students' responses when they are taught with this method for comprehending narrative text since the questions which addressed for the students will be focused on exploring their responses toward the genre-based approach in their classroom.

There will be three data which can be collected in this research. Those data are from the observation in the form of videos and field notes, students' works in the form of students' worksheet, and the interview in the form of recorded files.

Firstly, the researcher will analyze the observation data in order to answer the first research question. The data

will be formed of videos and field notes. In qualitative research, the data collected from the field usually need to be treated first, since they cannot be analyzed directly (Miles & Hubberman, 1994). For the videos, the researcher will describe the videos in written from especially to analyze the teacher's way of implementing the genre-based approach. Here, field notes will help the researcher to create a complete description for the videos. Moreover, the researcher will relate them with the literature review in the second chapter to show whether the stages that the teacher use are the same or not with the theories from the experts.

Secondly, the researcher will collect the students' worksheets in order to scrutinize their work and examine whether the genre-based approach roles in building their critical thinking or not. Moreover, by scrutinizing the students' work, the researcher will know the pattern of students' critical thinking, then she can decide whom students that will be interview subjects.

Thirdly, the researcher will analyze the recorder files data to answer the third research question. However, one of the characteristics of qualitative research data is the word. Thus, the researcher needs to process the data before analyzes them. Therefore, the researcher will make transcriptions from recorder files. It is needed to transfer audio data into words. Furthermore, the researcher will give some codes in the transcriptions, or it is usually known as coding. This activity is done by giving certain codes on the research subjects' responses in order to specify them into some groups (Kothari, 2004), thus she can analyze the data and relate them with the literature review in order to show how the students' responses toward the implementation of the genre-based approach for teaching narrative text in their classroom.

RESULT AND DISCUSSION

The Implementation of the Genre-Based Approach as a Method to Build Students' Critical Thinking in Comprehending Narrative Text for Senior High School

The Genre-based approach is a teaching method that developed for delivering a text type or genre based on its social purpose, thus the interpreting process will be more focus on the whole of the text rather than its sentence by sentence (Lin, 2006). In Indonesia, the stages of the genre-based approach were already adapted to the 2013 curriculum by following the theory of Hammond (1992). He stated that there were four stages of the genre-based approach; Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Individual Construction of the Text (ICOT).

When the implementation in the classroom and the Hammond (1992) stages of the genre-based approach were compared, it showed that the teacher already did all stages although the implementation was not totally in line to Hammond's. Besides discussing the flow of teaching and learning process based on the genre-based approach stages, the researcher also explained the critical thinking value which appeared in each stage. The analysis of critical thinking value used a rubric written by Allen (2014) who stated that the value of critical thinking consisted of five criteria; explanation of the issue, evidence, influence of context and assumption, students' position, and conclusion and related outcomes. In addition, the further analyses genre based stages and critical thinking value were explained below:

- a. **BKOF Stage:** this stage appeared in the first meeting. The teacher used this stage to build the students' knowledge through Malin Kundang story. She guided the students to know the basic concept of narrative text such as its social purpose, generic structure, grammar, etc. However, the implementation of BKOF stage in this teaching and learning process showed some contradictory to Hammond's theory. First, based on Hammond's diagram, it showed that BKOF stage should only fulfill by these elements; the context in the culture, sharing experience, control of related vocabulary, and pattern of grammar. Nevertheless, the teacher explored this stage by explaining the social purpose and generic structure of the text even using the whiteboard to emphasize some points. Second, when the teacher had distributed the text into the students, she directly gave comprehending questions which belonged to MOT stage. However, the teacher should guide the students to understand the text in the surface area before giving those questions, thus the students had adequate information to do the next stage. This activity could be done by asking the students whether they were familiar with the story or scanning the text to show special vocabularies, grammar pattern, etc. which appeared on the text. On the other hand, based on the critical thinking value rubric, this stage fulfilled two criteria which were the explanation of issue and evidence on milestones level. The explanation of the issue was stated clearly when the teacher already stated clearly that they would discuss the narrative text. She also supported her statement in the beginning by focusing the discussion only about this topic. Furthermore, the teacher enlightened some special terms which often appeared on narrative text analysis such as orientation, complication, orientation, conjunction, past tense, etc. Moreover, evidence

item was showed when the teacher used Malin Kundang which was a familiar story and directly could be analyzed to find the proof in the story. For example, when the teacher told that one of the narrative text parts was called complication which contained a conflict or more, the teacher could show the evidence which part of Malin Kundang story that showed the beginning of the conflict. Therefore, the teacher could show how to analyze and give the evidence at the same time, although it was not comprehensive enough since the teacher did not complete it by relating the story into a cultural context.

- b. **MOT Stage:** this stage also appeared in the first meeting, although the transition between BKOF to MOT stage seemed unclear enough since the teacher already inserted the part of MOT in BKOF such as giving schematic structures, telling the social functions, language features, etc. However, the teacher provided a text in MOT stage. Probably, she used the text as the signal that the teaching and learning process was continued to the next stage. The text was the Legend of Telaga Warna, and she distributed the text one by one to the students. Nevertheless, the implementation of MOT was not as linear as the theory since the teacher did semi-group work here. She divided the class into four big groups, a line for each group, then she asked them to discuss the text in the group. It seemed that she chose this way since the students were quiet when she asked whether they have questions or not but they showed activeness when the teacher gave them questions. Moreover, the teacher conducted the MOT stage without delivering any general elements of MOT, such as identifying the language features or generic structure in Telaga Warna story. The teacher directly asked the students to comprehend the text by giving some questions related to the text. These questions were arranged gradually from the easiest one such as finding the implicit information up to the question which required reasoning to answer such as relating the content of the story toward the real-life condition. Here, the students seemed that they started to be able in analyzing and evaluating a story and it showed a good movement of HOTS of the students which proved by their various answer such as in deciding the moral value of the story. Unfortunately, the teacher did not guide the students which one the best answer for the questions, therefore the students had not a grim answer. She only emphasized that different answers were normal because each student had a different point of view. The critical thinking

value of this stage was fulfilled two criteria, they were the influence of context and assumption and students' position. In the influence of context and assumption, this teaching and learning process was in milestones level since in MOT stage, where the students expressed their idea of the story's moral value, the ideas were different each other, and they did not claim that theirs was the right one. They could receive it since each group provided the answer by using logic reason. However, the discussion of those different assumptions did not explore deeper because the teacher did not explain any limitation for the students' answer, therefore all answers were considered as correct. Likewise, in students' position criterion, this stage was on benchmark level, since the students used various perspectives in analyzing the moral value of a story and its relevance in real life, but they only stated their opinion in a simple way. There were no more exploration and determinations which answer was the most correct.

- c. **JCOT stage:** it showed in the second meeting. It was a good decision of the teacher when she reviewed the previous material at the beginning of the teaching and learning process. By providing this review process the teacher could evaluate whether the students were ready or not to move on the next stages. In JCOT stage, it showed that the teacher divided the class into 9 small groups and the teacher already minimized her role. Based on Hammond's theory, in JCOT stage it should have a constructing activity which had to be done in a group. However, the teacher seemed did not do so. In the lesson plan, the first activity of JCOT stage should be summarizing a narrative text by the students' own words which set in the first meeting. The teacher passed this step in the first meeting and preferred to directly give the group test in the second meeting. In addition, the critical thinking values of this stage were the explanation of the issue and conclusion and related outcomes. The teacher provided a clear explanation about what the students would do in this stage. Thus, this stage got capstone level since the students also completed the teacher's instruction very well. It was indicated by how the students worked in a group. They could optimize the time allocation by dividing the role of each student. Moreover, in conclusion, and related outcomes, this stage got the milestone level since the students were able to provide a conclusion but they tended to oversimplified the reason. Therefore, a clear explanation of their answer sometimes was still inadequate.

- d. **ICOT stage:** it also appeared in the second meeting. In the ICOT stage, the teacher role was zero since she let the students fulfill the task individually. This activity was also in line to Hammond (1992), where the teacher gradually decreased her role in guiding the students, thus they could construct a text independently. However, the teacher also passed the individual constructing step in the lesson plan. The teacher gave the individual task to the students after they did group work. The critical thinking values of this stage were as the same as the JCOT stage, they were the explanation of issue and conclusion and related outcome. For the explanation of the issue, this stage also got the capstone level since the teacher clearly gave the instruction that the students would do in this stage. Likewise, this stage got the milestone level in conclusion and related outcomes criterion because of the students' work in the ICOT already better than the JCOT ones. Most of the students could make a conclusion with a clearer and more specific explanation.

Likewise, the assessment of critical thinking value not only discussed the teaching and learning process but also the assessment process which would be done by the teacher. Widana (2017) stated that the assessment process which used in HOTS learning should fulfill contextual criteria, they were relating, experiencing, applying, communicating, and transferring. Based on those criteria, the assessment process in this classroom was fulfilled 4 of 5 criteria, they were:

- a. **Relating:** the assessment should have a relation to real life. It showed when the teacher brought Indonesian folklore stories as the assessment instrument in the classroom. It brought a relation between the basic competence and the students' real life as Indonesian.
- b. **Experiencing:** the assessment should be focused on exploration, innovation, or creation. It was indicated when the teacher set various questions based on Bloom's taxonomy. The questions aimed to explore students' ability in answering the questions with in-depth understanding.
- c. **Communication:** the assessment should be able to relate the basic concept to the new one. The teacher asked the students to analyze a paragraph of a story based on the knowledge that they get. Moreover, she preferred to use different text for each session, thus the students could practice communicating the concept from the teacher to the new problem that they faced.
- d. **Transferring:** the assessment should be able to transform the knowledge that the students get in

the classroom to the real life one. Some questions in the assessment instrument asked the students to find the correlation of the story's content to their real life.

Showing at the genre based stages written by Hammond (1992), the critical thinking value rubric assessment written by Allen (2014), and the HOTS assessment criteria by Widana (2017), it could be concluded that overall the teaching and learning process was implemented all the stages of the genre-based approach although the implementation was not as the same as the lesson plan, fulfilled the critical thinking value in milestones level, and fulfilled the assessment HOTS criteria.

The Students' Work after the Implementation of the Genre-Based Approach to Build Students' Critical Thinking in Comprehending Narrative Text for Senior High School

Lau (2009) enlightened critical thinking as a skill to take part in thoughtful and autonomous thinking, then be capable to think undoubtedly and reasonably. In analyzing the capability of students' thinking process, there was a Bloom's taxonomy which guides the teacher to measure it. Bloom's taxonomy consisted of six stages they were remembering, understanding, applying, analyzing, evaluating, and creating, however a HOTS test usually focused on three last stages only (Widana, 2017). Moreover, Widana (2017) stated that from all of the stages, evaluating was the core stage of critical thinking due to it could be done by high order thinking skill only. In this research, the researcher provides two different narrative texts, the Overflowing Pot and The Crocodile and the Dayaks, for JCOT and ICOT stage which completed by some questions. The questions were created to test the students' critical thinking ability in comprehending text, therefore the arrangement of the questions was based on Bloom's Taxonomy. There were 10 questions which consisted of analyzing (1-4), evaluating (5-8), and Creating (9-10).

In analyzing the students' works, the researcher took some of the students' work based on their performance during the teaching and learning process. Therefore, in JCOT stage, the researcher took two groups which showed high and low performances, while in ICOT the researcher took four students who belonged to high, medium, and low performance.

a. JCOT

- 1) The fifth group (high performance): it showed that they could answer each question correctly by using a clear concept and a good flow of thinking. For example, in analyzing stage they were able in deciding the main idea of a paragraph which showed by their answer in number 1, finding implicit information which showed by their answer

in number 2, analyzing the character of the story which showed by their answer in number 3, and deciding the part that showed the beginning of complication in a narrative text which showed by their answer in number 4. Moreover, in evaluating stage the students also performed good answer and supported their answer using logic reason. For instance, in number 6 they could express their disagreement with the grandmother's character and provide a clear argument to complete it. Likewise, in creating stage especially in number 9, the students could find the missing part of the story thus they could predict what would happen if a plot was deleted from the story. Additionally, the students from this group showed an awesome result, although there were some trivial mistakes of the grammar such as they write "I'm not agree" instead of "I disagree or do not agree". However, the mistakes still could be annulled since it did not change the whole concept of their answer.

- 2) The Second group (low performance): it showed that this group had the main problem in explaining their answer. Mostly, their answers were lack of explanation. In general, they had a problem in analyzing stage which was distributed on number 1 up to 4. In analyzing stage, it showed the perfect answer only for number one where the students asked to find the main idea of a certain paragraph. Besides, their answers in number 2 and 3 were totally incorrect since they could not find the implicit information and analyze the grandmother character. In evaluating stage which belonged to number 5 - 8, they could perform better rather than analyzing stage. It seemed that they already understood the concept, but they had difficulties in exploring it deeper. For example, in question number 7, they could answer that it was not relevant, but they did not support it using a specific argument. Furthermore, in creating stage number 10 which asked them to change the conflict, however, they tried to change the resolution. It seemed that they misunderstood between the change of the conflict and the change of resolution.

b. ICOT

- 1) Student M (high performance): The result of student M showed that she almost could answer all questions correctly. It indicated that she could pass the analyzing, evaluating, and creating stage well. The trivial errors appeared on their grammar, but their flow of thinking was good, therefore it did not change the whole idea of their answer. In analyzing stage, Students M got difficulties in number 2. It

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seemed she already understood the concept of resolution which indicated by her answer "Paragraph 6, it shows how the problem solved". She stated that resolution was a part which showed how the problem solved, it was correct, but the resolution did not begin in this paragraph, that was why she probably had difficulties in this number. Furthermore, in evaluating and creating stages, student M performed better rather than in analyzing one. Student M's grammar was also quite good although she tended to use simple present tense while the questions were provided in the simple past tense. However, it did not change the whole idea of her answer, therefore it could be annulled. In number 9, student M could provide a good and complete answer for this number. In the last question which included the creating stage, student M understood which part that led the conflict in this story, therefore she could create the new one. Moreover, the answer showed that students M could relate it to her background knowledge about Dayak Vs. Madura fight which was a true story in our country.

- 2) Student A (medium performance): it showed that she had a general problem in describing her answer clearer and more specific, therefore she tended to provide an incomplete answer. She had a good way of thinking and concept, but she preferred to oversimplify it there. It was indicated by her answers on number 1, 4, 5, and 9 where she did not provide adequate explanation although the idea to answer them was correct. For instance in number 4, actually she knew what resolution was, how to determine it, but she did not state it clearly on her answer sheet. In the last number which asked the students to construct a new conflict to replace the old one, student A performed well enough. She could create a new conflict based on her own idea and provide the correct part which should be changed. It showed that she understood which part of the text that showed the conflict. In addition, this category also had a problem in using grammar correctly although it did not obscure the whole concept of their answers.
- 3) Student I and F (low performance): it showed that the students still had some problems in their critical thinking ability with different level of difficulties for each. For example, Student I's answer showed that his problem

prominently appeared on creating stage while analyzing and evaluating ones were better. In analyzing stage, especially for number one, his answer was correct but it was still incomplete. He was correct that the main idea of the paragraph was the crocodile received the Dayak's offer, but it was still an incomplete answer. Moreover, the incomplete answers also appeared in other numbers such as number 3 and 4. Besides, he also tended to do not support the answers by a clear explanation. In evaluating stage, it seemed that he did not have a serious problem. However, he still needed to practice more in creating stage which indicated by his answer on number 9. Another example was showed by Student F. Based on his answers, it seemed that he still needed supplementary treatment to optimize his critical thinking ability because he only finished 3 of 10 questions. For the additional information, there were only 2 students in this class who face the similar problem (left some numbers blank) to Student F, therefore the researcher took his result as the representative of this category. Student F answered three questions in analyzing stage and left the rest ones blank. Surprisingly, it seemed that he answered the questions by copying the sentences on the story directly, thus his answers had correct grammar and word choice. The point was not on copying the story's sentences, but it was on his ability to decide the right sentences on the story which matched to the questions. It indicated that he already analyzed both of the story and the questions carefully before writing his answer.

The result of the students' work both in JCOT and ICOT, showed that their work was consisted of analyzing, evaluating, and creating with different level of development for each.

- a. **Analyzing:** the students are not only completing the task by rewriting the statements in the passage but also knowing the reason why the answer should so. Thus, they are more critical in comprehending the passage. Based on the students' result, the three categories of students' performance showed good development in this stage. It was indicated by they could answer the question completely and correctly mostly in all questions of analyzing. It seemed that they had a good flow of thinking thus they could produce a clear and correct answer and support it by logic and specific argument. The lowest students' performance of this

stage mostly appeared on number 4 even a student from the low-performance category left this number with no answer. The students seemed still had difficulties in deciding the exact part of a text which showed the beginning of orientation, complication, and resolution. Therefore, the teacher needed to provide more enrichment for the students.

- b. Evaluating:** the students can evaluate the arguments of the passage's writer and criticize them based on its validity and reliability. The students can provide the evidence in order to support their evaluation of a passage. Based on the students' result, the three categories of students' performance showed good development in this stage. The indicator in assessing the answer was the same as the previous stage, and it showed that some students had a little bit problems in providing a specific reason or producing complete answer although their flow of thinking and understanding of concept were good. Nevertheless, there were some students who still had a problem in deciding the answer to evaluating the character's thought by correlating it into real life. Moreover, the student who belonged to the low-performance category seemed faced difficulties in this stage since he left the answer sheet blank. Here, the teacher should enhance the students' understanding by providing re-explanation or remodeling especially for those ones who got a low score in this stage.
- c. Creating:** the students may also show their creativity in developing their knowledge for a new condition by themselves. In this stage, there were some students who showed low performance in number 9 and 10. All of them belonged to medium and low students' performance category. Creating stage definitely was the most complex stage of Bloom's taxonomy, therefore it was possible if many students still got difficulties to pass perfectly here. However, this condition could be a consideration for the teacher on evaluating providing a better technique to encourage students' ability in this stage.

In short, it could be seen that the students already had a good development in analyzing and evaluating stage even though they still needed more practice in creating. It was stated above that critical thinking was started on analyzing stage and its core was on the evaluating stage. Therefore, it could be concluded that these students' works already fulfilled the building critical thinking process in comprehending narrative text, especially for senior high school. Moreover, it was expected that starting from good

performance on analyzing and evaluating stage, it would lead the students to perform better on creating.

Students' Responses toward the Implementation of the Genre-Based Approach to Build Students' Critical Thinking on Comprehending Narrative Text for Senior High School

The genre-based approach commonly known as a method which created for teaching writing (Martin, 1999 in Jones and Derewianka, 2016), however widely spread in English language teaching and brought progressive effect on this field (Derewianka, 2003) including reading field. Based on the interview result the students felt the method used by the teacher in two recent meetings was different from the teacher's usual method. Fortunately, the students responded positively toward the implementation of the genre-based approach for teaching reading comprehension, especially narrative text. They said that it was enjoyable, interesting, and more comprehensive.

According to their answer, the recent two meetings were interesting and enjoyable because the teacher's teaching way was not monotonous since the teacher gave explanation clearly but she still let the students to be active too instead of doing monologue in the whole of teaching and learning process. This condition was in line to Hyland (2003) who stated that the genre-based approach can powerfully enhance the students to take part actively in obtaining learning objectives without changing the teachers' role in being the center of communicative practices. Moreover, another student stated that she thought the teaching and learning process was more comprehensive because it focuses on a topic and discussed deeply.

In addition, teaching reading comprehension usually faced some problems such examined by Graham (2004) that the students' have some common difficulties in reading comprehension for instance: in applying their schemata properly, interpreting the words, lack of vocabulary size, fluency, technique that apply for reading and meta-cognitive ability, and distinguish the similar passage structure. It seemed that the teacher could minimize the problem through applying the genre-based approach since the students responded that overall they could finish the test well, but a student responded that his difficulty was on lack of vocabulary, another student had problem with time management which related to fluency, and another one was about the type of the text.

Discussing the critical thinking ability through implementing the genre-based approach, it seemed that the students realized that the teaching and learning process was set differently. It was showed on their answer when the researcher questioned their impression during finishing the task. They felt that the questions were dissimilar and more challenging. They did not think that the questions

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were difficult because in their opinion the questions which consisted of grammars were more complex rather than the recent task. It was in line to Widana (2017) who stated that the main point of critical thinking test was not on its difficulty. He explained that a question which asked the students to translate a word could be difficult when the students unfamiliar with it, but it did not belong to the critical thinking question. A critical thinking question should focus on exploring the students' way of thinking by integrating their background knowledge to the new one.

Furthermore, the success of building critical thinking also showed when the students asked about the most difficult question based on their perception, mostly they answered it was number 9 and 10. In addition, both of the questions were set by the creating stage in Bloom's Taxonomy, thus it belonged to C6, the most difficult stage. However, according to Widana (2017), the core of critical thinking was on evaluating which belonged to C5 in Bloom's taxonomy. Thus, this result indicated that the students could pass the target.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion on the chapter 4, the researcher concluded that the implementation of the genre-based approach to building students' critical thinking in comprehending narrative text for senior high school showed that the teacher already implemented the four stages of the genre-based approach, but not all of the implementation was in line to the theory and lesson plan. In BKOF stage, the teacher presented some activity which should belong to MOT. However, in the MOT stage, the teacher did semi-group work and did not model the students how to analyze the text before giving comprehending questions. Furthermore, in JCOT and ICOT stages, the teacher conducted those stages quite well, although the teacher did not ask the students to construct a summary. Besides, the teaching and learning process already fulfilled almost all criteria in critical thinking value and contextual assessment for high-order thinking skill. This fulfillment indicated that the teaching and learning process by implementing the genre-based approach was able to encourage students' critical thinking ability.

Likewise, the result of students' work from three students' performance categories showed a good result. The high performance almost could answer the questions correctly and perfectly. The middle performance could answer the questions well although they seemed had a problem in providing a specific and complete reason for their answers. There were still some students in a low performance whose answers were incomplete, however, they could show the good flow of thinking before

answering the questions. In general, the students were well-developed in analyzing and evaluating stages, and they needed more practice and further treatment for developing the creating stage.

In addition, the students' responses through the implementation of the genre-based approach in their classroom were good. They felt that the teaching and learning process was interesting, the explanation was more comprehensive, their understanding was better, and they enjoyed the test although it was more challenging. However, they also faced some difficulties especially related to difficult words and time allocation.

Suggestion

Regarding the finding of this research, the researcher provided some suggestion which was intended to the teacher, the students, and the further researchers in order to optimize the beneficial impact of the genre-based approach implementation in building students' critical thinking in the future. For the teacher, it would be better for the teacher to pay attention more on the lesson plan thus the teaching and learning process could run as in line as the stages of the genre-based approach completely. Furthermore, the teacher also needs to give clear limitation for the students' answers in order to guide them on how to determine the best answer such as in determining the moral value of a story. Moreover, it also would be better to consider more time allocation since it can affect the students' performance during the teaching and learning process. Therefore, the teacher might adjust the students' ability and the basic competence difficulty before deciding the time allocation.

There are some suggestions for the students to encourage their critical thinking ability essentially in comprehending a text. They should master the basic concept of the text genre before analyzing it, thus they have a clear guideline. Moreover, if there are some questions to test the students' comprehension, they should understand well the requirement of the question. For instance, when the question requires the students to change the conflict, they should find the conflict first, thus they will not write an unsuitable answer. Furthermore, when they face some difficult words, they can apply some strategies such as guessing, opening the dictionary, or asking their peers. Likewise, related to the time management, the students should pay attention to the time limitation that the teacher provides, therefore they can estimate how long they should finish each item of the task.

For the further researchers who are interested in conducting a study about the genre-based approach in building students' critical thinking, the researcher suggests a quantitative study for showing the clearer result of students' critical thinking improvement and proving whether there is a significant difference or not on students' critical

thinking ability while they are being taught using the genre-based approach in comprehending a text.

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