

GENRE-BASED LEARNING TO PROMOTE STUDENT'S CRITICAL THINKING IN INFORMAL EDUCATION

Oleh:

Moh. Rismala¹, Oikurema Purwati², Ali Mustofa³

^{1,2,3}Universitas Negeri Surabaya

¹moh.17070835030@mhs.unesa.ac.id

²oikuremapurwati@unesa.ac.id

³alimustofa@unesa.ac.id

Abstrak

Penelitian ini bertujuan untuk mempelajari penerapan pendekatan Genre-Based untuk mengembangkan pola berfikir kritis siswa di Edulab. Metode deskriptif kualitatif digunakan untuk mendeskripsikan secara mendalam dengan beberapa sumber informasi. Fenomena yang diteliti adalah implementasi dari lima langkah pendekatan Genre-Based dalam proses pembelajaran yang meliputi *building the context, modelling and deconstructing the text, joint construction of the text, dan independent construction of the text*. Disamping itu, penelitian ini juga menganalisis aspek cara berfikir kritis dari tulisan siswa. Pengambilan data melibatkan 1 guru bahasa Inggris dan 5 siswa SMA dari masing-masing 2 kelas dengan menggunakan teknik observasi dan dokumentasi berupa teks argumentasi yang ditulis siswa. Dengan mengimplementasikan semua step dari *genre-based cycle* dan strategi *scaffolding* kemandirian siswa dalam menulis teks, pendekatan *genre-based* berjalan dengan sangat baik. Hasilnya menunjukkan siswa mampu memahami dan melatih menulis teks argumentasi tahapan demi tahapan. Disamping itu, penggunaan GBA menyebabkan guru menjadi lebih kreatif dan tertata. Disisi lain, siswa tidak hanya mampu untuk menjawab pertanyaan, tetapi juga mampu untuk menulis teks yang baik dengan kesadaran pentingnya bahasa Inggris sebagai bahasa asing dan mampu untuk berkomunikasi menggunakan bahasa target.

Kata Kunci: Genre-based Approach, Critical Thinking, Informal Education

1. INTRODUCTION

In Indonesia, the international school label has been disallowed since 2014. However, the ex-international school still use the same curriculum as what they used when they have labeled as an international school. The curriculum in an international school usually uses a national curriculum along with the adopted international curriculum such as Cambridge. Since the goal is to make students compete with the international environment (work, university, etc.). The students are exposed to materials that use the international language, English.

However, students encounter difficulties either to learn the material and academic language structure. Especially for English as second language student such as in Indonesia, the material delivered with international curriculum will be difficult to master since they have minimal exposure to English. For this reason, it is essential to make sure that the students master not only the structure and language feature of a text, but also the content knowledge delivered.

There are many ways of delivering material in Indonesian schools such as project-based learning, learning discovery, and so on. The most common technique is the traditional technique in which the teacher uses a coursebook to teach the student where the material is structure-based. As an example when

the teachers teach about analytical exposition, he will share the structure of the text implicitly as well as the language feature in the text. Of course, this technique does not encourage the student to learn autonomously since the teacher directly tells the structure and language feature (Tudor, 2013). Moreover, this way of learning will separate the student from the real-life context dealing with the use and purpose of the text (De Oliveira & Lan, 2014). In responding to this issue, various techniques have been offered such as using authentic material, thematic material, contextual learning, and genre-based learning. The authentic, contextual, thematic material has been very familiar for the past two or three decades. However, genre-based learning is still a new term for English language teaching, especially in Indonesia.

The genre-based approach is a teaching model which shows the context of culture, or "genre," in which people in the culture share particular social purposes using the language. In genre-pedagogy, the notion of scaffolding is embedded in the teaching and learning process. In classroom interaction, scaffolding is temporary assistance provided by the teacher in helping students carry out tasks or develop an understanding of the subject so that the students are capable of accomplishing the tasks by themselves (Hammond & Gibbons, 2001). The essential advantage of the genre-based approach over other writing pedagogies for L2 writers is that emphasizing

the notion of genre promotes L2 writers' understanding of the relationship between the communicative purpose and the features of text at every discourse level (Johns, 1997); this approach helps writers become aware that texts are shaped for different types of readers in response to particular social situations and fulfill certain social goals

In Indonesia, English has been taught from elementary to university level. Because English in Indonesia is a foreign language, so exposure to the language is very minimum. As a result, the Indonesian students thought they have learned English since elementary level, their English proficiency is still below average. In addition, there is view evidence that the English classroom is used to boost student critical thinking. As result, the student may be able to read the text but they are lack critical thinking.

One of the emerging informal learning institutions in Indonesia is Edulab. Edulab is engaged as an educational consulting agency that not only looks at the potential of students in general but also sees the potential of individual students to provide personal service so that each student can reach their maximum potential. Edulab tries to make education interactive, interesting, and exciting. Thus, the method is also more flexible and varied to avoid the student's boredom and demotivation.

In addition, the issue of twenty-first-century ability includes critical thinking as one of the major factors for individual success in the future. In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information. Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments, and findings represent the entire picture and are open to finding that they do not. Critical thinkers will identify, analyze and solve problems systematically rather than by intuition or instinct. For this reason, educational institutions both formal and informal should be able to equip the student with critical learning ability.

Following the issue of English teaching in Indonesia especially with the critical thinking skill, the genre-based approach is very suitable with the need of the student that is to sharpen their critical thinking that will be implemented in informal education. Besides, by the emerging of informal education with various methodologies and openness toward the change, it is essential to analyze the implementation of a genre-based approach in informal education. For this reason, this research is going to study the implementation of genre-based approach in Edulab to promote critical thinking.

Hence, this study particularly aims at answering the following questions:

- How does the implementation of genre-based learning in informal education promote student's critical thinking?

2. RESEARCH METHODS

This research used a qualitative approach to answer the research question. Qualitative research believes that human behavior is always connected to the context in which it occurs. As a consequence, the social reality cannot be reduced to variables in the same manner as physical reality, and that what is most important in the social disciplines is understanding and portraying the meaning that is constructed by the participants involved in particular social settings or events. The qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting.

This research is a case study that wants to explore a particular case in depth by involving the collection of various sources of information. Creswell (2009, hal. 37) defines a case study as an exploration of bounded systems or cases. It is an interesting study to be investigated because of the typical features of the case that have meaning in others, at least for researchers. Similarly, Ary, Jacobs, Sorensen, Walker, & Razavieh, (2005) assumes that a case study is a study of the specificity and complexity of a single case and try to understand the case in context, certain situations, and times. With this method, the researcher is expected to capture the complexity of the case. The case must be singular and special. In addition, case study is conducted since the case is so unique, important, and beneficial to the reader and the community at large (Creswell, 2007).

In this research, the phenomenon that was studied was the implementation of a genre-based approach during the teaching and learning process with its four steps of implementation. Besides the implementation of the genre-based approach, this research analyzed the critical thinking aspect of student writing. To answer these, the observation and depth analysis dealing with the implementation of genre-based and critical thinking is very vital. Patton in Raco (2010, p. 49) states that by understanding the case in-depth the researcher will capture the importance of the interests of the community of certain groups that become the subject of the case study. Thus this research is a case study from its nature to gain in-depth description dealing with genre based approach and students' critical thinking.

This research is administered in one of reputable informal education namely Edulab. There are at least two reasons why Edulab is chosen: the curriculum and teacher. The curriculum in Edulab was adjustable based on the student's needs. As an example, in a class where the student is intended to join national university enrollment, the subject will be focused on the test for that national enrollment

test. Similarly, when students are demanded to be able to write the text, the subject will be focused on writing the text with various methods. In addition, the teacher that was observed has various experience dealing with the classroom context and teaching methodologies.

The subject of this research is the English teacher and two classes of English course where each class contain three to five student of senior high school level. They are from various school around Surabaya and Sidoarjo

Data collection techniques administered in this research are observations and documentations. After collecting the data, it will be analyzed qualitatively based on the data analysis model proposed by Miles, Huberman, and Saldana (2014, pp. 12-14) that are data condensation, data display, and data verification.

3. RESULTS AND DISCUSSION

A. The Implementation of Genre-Based Approach in Teaching Writing

The data were obtained from the classroom observation conducted from January- March 2021

1. Building Knowledge of the Field

a. Introducing the social context by relating to the real situation around the students.

After greeting and asking for the student condition, the teacher then show a picture of drought area with a child holding a bottle. Then the teacher asked the student about the social context of the picture. There are a lot of guess from the students such as: dry season, lack of water, and drought. In this case the teacher tried to introduce the students to the whole texts within an appropriate context of situation to discuss their purposes before explaining about the material and purpose, specifically the schematic structure of the text in discussion with the learners. It showed that the teachers have prepared well before the teaching and learning activity. Thus the teachers have made preparation not only the text type to be taught, but also the strategy how to make the language communicable through. After asking students few questions dealing with the picture, the teacher then tell that they are going to learn one of the type text, argumentative text

b. Introducing the language features of the text.

After telling about the text type, the teacher showed about the language features of argumentative text and each function of the feature. As an example in feature standing position the teacher explain that the student should choose to agree or not toward specific topic.

2. Modeling of the Text

a. Giving an example of a certain genre of the text to the students.

When the students knew about the language feature of the argumentative text, the teacher then give them an example of argumentative text. Rather explaining by himself, the teacher invited the

students to decide and explain about the structure of the text.

b. Explaining the generic structure of the text.

Not only explaining about the language feature of the text, the teacher also showed students with various generic structure in argumentative text such as: although, though, of course, on the other hand etc. afterward, the teacher asked the student to analyze about the generic structure of the argumentative text given. From this activity, the student both learn and practice about the use of language feature in a text.

3. Joint Construction of the Text

After practicing with the teacher guidance in front of the class, the teacher then gave student some argumentative texts and divide the students into groups. In this case, the students will discuss with their group about the language feature and the generic structure of the text.

4. Independent Construction of the Text

Afterward the students made an argumentative text individually based on the topic that they see around their environment such as smoking, environment, etc.

5. Linking to Related Text

The teacher did not conduct the stage of linking related text.

Based on the research finding, the teachers indicated that GBA is the teaching of text types. On the other way round, they commented that GBA is an excellent approach in the teaching of English, because it can influence both the teachers and the students to study hard.

The teaching of English using GBA reflects the teachers' mastery of the teaching competence, such as personal, professional and social competence. One of the teachers commented that GBA is a 'new thing'. It is different from the other approach. This approach emphasizes the students to be able to differentiate the text types. Last time, the texts are being taught based on such topics suggested by the curriculum.

According to the teachers, the last curriculum served the teachers with 'ready to use' materials to teach. It is different with the current curriculum. The teachers have to 'look for and find' the materials to teach. The teachers teach the language in order to master the grammar and vocabulary. It is different to the current curriculum which emphasizing the development of the fourth skills and also grammar and vocabulary through text.

In teaching language using GBA, according to Cope and Kalantzis (2003) in Yan (2005: 20), teachers should follow at list three phases, such as: (1).the target genre is modeled for the students. The teacher should adopt the role of assistant and guide and work closely with the students and encourage them, offering helpful feedback and suggestion, (2) a text is jointly constructed by the

teachers and students. In this phase, the teachers should directly train the students about writing strategies, and (3) a text is independently constructed by each student.

The use of GBA also causes the teacher to prepare, and they have to be creative. And at the end, the students not only are able to read in order to answer questions, but they are able to product a good text. The students also have awareness of the importance of English as a foreign language and are able to communicate in the target language.

4. CONCLUSION

With the teacher implements all the step of genre based approach cycle and the strategies on scaffolding the student independency in writing the text, we can conclude that the implementation of the genre based approach in teaching writing is implemented very well. As a result, the students are situated to understand and practice of the argumentative writing step by step.

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5. SUGGESTION

First, in teaching leaning, specifically writing, the teacher needs to select a number of different activities that provide a framework of structure and support as the learners increasingly gain control over written language (Hammond, et. al, 1992:18).

Second, further researchsare expected to investigate Genre-based approach on another place or major that will lead to a new invention.

6. REFERENCES

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