

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research. In detail, this chapter presents a background of the research, research questions, research objectives, significant of the research, rationale, and previous studies.

A. Background

Critical thinking (CT) is considered as an essential part, both in education and daily life nowadays. It can be simply stated as the ability to analyze and evaluate information (Duron, Limbach, & Waugh, 2006). In the educational context, CT is associated with EFL learners' quality of thinking which provides interacting with other people, getting new knowledge, and dealing with ideas, beliefs, and attitudes (Vdovina, 2013). This quality is also required to argue, analyze, and create a decision in their daily lives (Hashemi, Behrooznia, & Mahjoobi, 2014).

In English as Foreign Language (EFL) learning, EFL learners collaborate their English ability and CT to adapt the global workplace, to board their thought and to become as a creative and questioning individual in the international community (Dil, Öğretildiği, & Simflarında, 2015). In the other hand, CT can help EFL learners' skill development of inference, analyzing arguments, making use of inductive or deductive reasoning, solving problems, judging or evaluating, and decision (Bouanani, 2015).

One of the essential abilities in CT is analyzing arguments (Bouanani, 2015). From the philosophical perspective, the skill can be taught to the EFL learners. It encourages EFL learners' empathy (the ability to constructively understand the counter side toward a viewpoint) and critical detachment (the ability to detect bias argument) (Walton, 1989).

Moreover, one of the EFL learning skills to display CT and develop arguments is writing (Wingate, 2012). EFL learners are expected to be able to present their thoughts, at the same time analyze and evaluate the related arguments then construct arguments into written text. Unfortunately, in fact, several unclear arguments are considerably found in EFL learners' writings, such as containing an ambiguous sentence, abstruse meaning and ungraspable reasoning (Wingate, 2012). It is supported by the research conducted by Kuhn (1991) cited in Herawati (2009) reported that over half the population of hundreds of people could not reliably exhibit even the most basic skills of general reasoning and argument.

Based on the interview to a writing instructor of English Education Department, she found that the most common problem in students' argumentative writing is unclear reasoning and lexicogrammatical errors. Thus, to reduce those problems, EFL learners must have nine intellectual standards in CT: clarity, precision, accuracy, relevance, depth, breadth, logicalness, significance, and fairness (Paul & Elder, 2013). The points above should be owned by the good critical thinkers (Kusumaningrum, 2015).

Clarity, as the focus of this research, can be the gateway to reach the other intellectual standard points (Paul & Elder, 2013). If a writer's argument is unclear, his addresses are not able to determine whether it is accurate or relevant. Paul & Elder (2013) stated that to gain clarity of argument EFL learners should have three main abilities. First, the learners must be able to elaborate their arguments further. Second, they need to illustrate their reasoning. The last is providing specific detailed examples to ensure the addresses.

Furthermore, one of the ways to promote EFL learners' clarity of argument is classroom dialogue (Robertson & Rane-Szostak, 1996). Dialogue allows taking another perspective into account, which is necessary for assessing a claimed truth. Dialogue is important in whole-class lessons (Song, 2015). It can be done in a range of different classroom organizational structures, individual work, pair work and small-group work (Derewianka & Jones, 2016). EFL teachers also encourage their students' CT skills by involving negotiation meaning in ELT classroom discussions (Kusumaningrum, 2015).

The appropriate ELT approach involving dialogue, discussion and negotiation is Genre-Based Approach (GBA), specifically Teaching-Learning Cycle (TLC). As Hyland (2002) asserted that TLC is an interactive process of contextualization, analysis, discussion and joint negotiation of texts. The standard stage of TLC which is postulated by Derewianka's TLC (2003) involves four stages: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the text (ICOT) (Hammond, 1992). While

the updated Derewianka's TLC (2016), the stages involved Building Knowledge of the Field (BKOF), Supported Reading, Modelling/Deconstruction, Joint Construction and Independent Construction.

Afterward, previous research carried out by Kusumaningrum (2015) reveals the implementation of GBA to promote EFL learners' CT skills. The result shows that GBA has successfully enhanced EFL learners' CT skill, specifically both writing and speaking skills. This research focuses on EFL context teaching exposition and classroom discussion. Through this ELT model, the students will be helped to express their supporting and opposing opinion on the raising issues. This research was conducted in one of senior high school in Indonesia using a qualitative method. This study also employed the Derewianka TLC (2003) consisting of BKOF, MOT, JCOT, and ICOT. However, this present research is concerned with the latest version of Derewianka's TLC (2016) which has an additional stage that is supported reading. Thus, the sequence of the stage in this research consists of four steps, specifically (BKOF), supported reading, modeling or deconstruction, and independent construction, without joint construction.

Furthermore, Derewianka & Jones (2016) stated that supported reading is developed to extend students' knowledge of the related topic by engaging in reading activities related to the general type of text. It would optimize EFL learners' reading experience before the next stage of Derewianka's TLC as the complete schema of writing class. The improvement of reading experience accelerates EFL learners' learning process in writing class consistently (Rose, 2017).

Therefore, this present research focuses on Derewianka's TLC in 2016, particularly discovering the implementation of supported reading. Then, more specific part of CT skill, particularly CoA. In addition, this research intended to find out the influence of Dererwianka TLC implementation to promote more specific CT skill, particularly CoA in students' writing.

This research is envisioned to emphasize the promotion of EFL learners' clarity of argument through the TLC model of Derewianka & Jones (2016). Hence, this research entitles: "PROMOTING EFL LEARNERS' CLARITY OF ARGUMENT THROUGH DEREWIANKA TEACHING LEARNING CYCLE (A Case Study at one of Islamic States University in Bandung)."

B. Research Questions

From the observation above, the researcher formulates the problems of this research as follows:

1. How is the process of promoting EFL learners' CoA in writing through the TLC model?
2. How is the progress of EFL learners' CoA?
3. What are the EFL learners' responses to the use of TLC model?

C. Research Objectives

Based on the background of the research, the purposes of the study are directed to assert:

1. To find out the process of promoting EFL learners' CoA in writing through the TLC approach?
2. To find out the progress of EFL learners' CoA.
3. To reflect EFL learners responses to the use of TLC model.

D. Research Significances

This research provides several significances. Theoretically, the result of this research gives further information to increase students' knowledge widely about the implementation of Derewiankas' TLC and developing students' clarity of argument in writing, specifically to the teacher and EFL learners. Also, it can be useful for anyone interested in the related research topic.

Practically, this study provides several benefits. First, for the teacher, it can be useful to discover EFL learners' CT level especially their clarity of argument in writing by using TLC model and giving the information of implementing the latest version of TLC model to EFL students. Moreover, it can provide an alternative technique for teaching writing. Second, for EFL learners, it can help their comprehension of their arguments and their ability to construct the arguments in text, principally in learning writing. Also, it can stimulate the EFL learners to think related issues more critically and actively participate in the classroom discussion.

E. Rationale

CT has been defined in different ways by many experts of CT movement. One of the definitions of CT is postulated by Paul & Elder (2007). They stated that CT

could be defined as thinking that explicitly aims at the correct judgment and hence utilizes appropriate evaluative standards in the attempt to determine the actual worth, merit, or value of something (Paul & Elder, 2007).

Moreover, CT is the intellectually disciplined process of several skills which encourage students to conceptualize, questioning, analyzing, evaluating information gathered from, reflection, and reasoning, as a guide to belief and action (Karako, 2016). Paul & Elder (2013) postulated that those skills are based on intellectual standard values: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Critical thinkers routinely apply intellectual standards to the elements of reasoning to develop intellectual traits.

This research focuses on the first component of the intellectual standards, which is clarity of argument. It means that the argument must be understandable, graspable, unrestrained from the confusion and ambiguity of sentences (Paul & Elder, 2013). However, the ability to think is abstract. It could be more or less transparent. Therefore, it is needed to apply Paul's clarity rubric which includes elaborating, illustrating, and exemplifying the particular argument. The related questions of clarity in thinking can be formulated into:

1. Could the students elaborate the point?
2. Could the students express the point in another way?
3. Could the students give the addressees an illustration?
4. Could the students provide an example? (Paul & Elder, 2013)

CT, particular CoA can be performed through dialogue. Lipman (2003) argued that using dialogue while teaching can improve students' ability of thinking because the students are actively involved, receive feedback and allows them to consider fact and logic in their reasoning. Paul and Elder (2004) also stated that dialogue could foster CT. It is necessary to assess the claimed truth, expect to promote active learning and higher order thinking skills at the same time.

In its exemplary form, the TLC could be a model to promote EFL learners CT skills in writing (Correa & Echeverri, 2017). TLC is defined as an interactive process of contextualization, analysis, discussion, and joint negotiation of texts (Hyland, 2002). One advantage of using GBA, mainly TLC, according to Hyland (2002), stated that Genre-Based teaching facilitates critical understanding. It has the potential for aiding students to reflect on and critique the way that knowledge and information are organized and constructed in written English text. Understanding how texts are socially constructed and ideologically shaped helps students to distinguish differences and provide them with the means of understanding their varied experiential frameworks (Herawati, 2009).

Derewianka (2016) stated that TLC is designed to develop students' knowledge in a particular field as well as enhance their language and literacy skill. Because this research concern to the latest version of Derewianka's TLC (2016), the sequence has five stages, those are:

1. Building knowledge of the field (BKOF): building a shared understanding of the topic.

2. Supported reading: extending students' knowledge of the topic by engaging in the reading activity.
3. Modeling or deconstruction: introducing students to the genre relevant to topic exploration.
4. Joint construction: the process of preparing and writing a text in the focus genre.
5. Independent construction: the process of researching a similar topic and writing their text.

Based on its sequence of the stage, the additional step is supported reading. In this stage, the students extend their knowledge that has been built in BKOF stage through reading activities related to the curriculum field and general type of text selected by the teacher. Students also could develop their reading skill such as comprehension and fluency as well as their understanding of the topic. Moreover, in this research, EFL learners' progress would be assessed carefully in every stage.

F. Previous Studies

There are several types of research related to GBA, Derewianka TLC, and CT development. First, the research carried out by Kusumaningrum (2015) which revealed the implementation of GBA to promote EFL learners' CT skills. This research was conducted in one of senior high schools in Indonesia using a qualitative method. The result shows that GBA is successfully enhanced EFL learners' CT development, specifically both writing and speaking skills. This research focuses on EFL context teaching exposition and classroom discussion. Through this ELT model,

the students will be helped to express their supporting and opposing opinion on the raising issues.

Second, the research undertaken by Herawati (2009) was also conducted in one of senior high schools in Indonesia revealed that the effect of GBA implementation in ELT and promoting students CT skills using a qualitative method. This research showed several results: Firstly, the application of GBA which is appeared from five dimensions, those are the objectives, the model of the syllabus, the strategy and procedure of the teaching and learning activity, especially the teaching and learning of Hortatory Exposition and Discussion Genre, the teachers' and students' roles were relevant with those which are recommended by GBA. Secondly, this approach has a good influence to improve students' language proficiency through an understanding of different text types. The improvements can be identified in the improvement of students' participation in speaking and writing class. Thirdly, this approach also shows that the implementation of GBA is promoting students' critical thinking abilities, proven by the students' ability in constructing arguments, both in spoken and written form of communication. Fourthly, the implementation of GBA enhances teachers teaching strategies in the teaching of English and critical thinking.

Afterward, the research carried out by Elashri (2013) adopted GBA to develop students' writing performance and attitudes towards writing. This research employed an experimental research design conducted at secondary stage students. GBA was implemented in the experimental group while the control group receives traditional

writing instruction. The result showed that the genre-based approach effectively developed students' writing performance and attitude towards writing. The research also highlighted the advantages of using a genre-based approach to developing writing skills and attitudes towards writing.

The research carried out by Correa & Echeverri (2017) explored the effectiveness of GBA particularly teaching-learning cycle to develop students' situated view of academic writing. This research encountered two groups of EFL learners at a public university in Colombia. In addition, the result shows that one of the main gains was related to pre-service teachers' emerging understanding of context, purpose, and audience. One of the main challenges was concerning pre-service teachers' difficulty with shifting their former views of grammar as a fixed system of rules.

Last, previous research was carried out by Rokhaniyah (2016). This study focused on the implementation of the collaborative learning to enhance students' critical thinking especially in writing performance. This study also conducted both methods, quantitative and qualitative way. The result showed that students gain any enhancements in essential aspects of thinking including giving appropriate arguments, expressing proper evidence, providing an alternative argument, and the last drawing conclusion.

However, this present research focuses on Derewianka's TLC in 2016, particularly discovering the implementation of supported reading. Then, more

specific part of CT skill, particularly CoA. In addition, this research discovers the influence of Dererwianka TLC implementation to promote more specific CT skill, particularly CoA in students' writing.

