THE IMPLEMENTATION OF GENRE-BASED APPROACH IN THE TEACHING OF ENGLISH AT SMA N 1 KARANGANYAR AND ITS EFFECTS IN PROMOTING STUDENTS’ CRITICAL THINKING

(A Naturalistic Study at SMA Negeri 1 Karanganyar in 2009)

A Thesis

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PRONOUNCEMENT

This is to declare that I myself wrote this thesis, entitled “The Implementation of Genre-Based Approach in the teaching of English in SMA Negri 1 Karanganyar and Its Effects in Promoting Students’ Critical Thinking”
It is not a plagiarism or made by others. Anything related to others’ work is written quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment including the withdrawal or cancellation of my academic degree.

Surakarta, 2009

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ABSTRACT


The objective of the research is to get clear description of the implementation of Genre-Based Approach in the teaching of English, to know the effects of the implementation of Genre-Based Approach in promoting high school students’ critical thinking skill and to figure out the influence of this critical thinking skill on developing student’s attitudes to think critically or reasonably to the extent that students are able to carefully examine experience, assess knowledge and ideas, and to weigh arguments before reaching a balanced judgment.

The research was conducted in SMA Negeri 1 Karanganyar, Central Java province from June 2008-February 2009. It’s a qualitative research in the form of naturalistic study. The subjects of the research were the teaching and learning activities of English in SMA Negeri 1 Karanganyar using Genre-Based Approach.

The data of this thesis were taken from several techniques including non-participant observation, in-depth interview, and document analysis. In analyzing the qualitative data, the writer conducted the constant comparative method for deriving the theory through: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory.

The result compiled from the information collected shows as follows: firstly, the application of GBA which is viewed from five dimensions. It appeared from the research that the objectives, the model of 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 good influence to improve students’ language proficiency through 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.

The research findings of this study implied that the implementation of GBA in the teaching of English improves students’ English competences and
critical thinking. Therefore teachers need to develop their understanding, profession competence, their knowledge and skill to be able to conduct and create effective language classroom and at the same time to teach student thinking skill, critical thinking particularly.
MOTTO

Dan janganlah kamu mengikuti sesuatu yang tidak kamu ketahui. Karena pendengaran, penglihatan, dan hati nurani, semua itu akan diminta pertanggung jawabannya

Qur’an, Al –Isra: 36

The function of education, therefore, is to teach one to think intensively and to think critically . . . The complete education gives one not only power of concentration but worthy objectives upon which to concentrate.

Dr. Martin Luther King
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The writer would like to thank ALLAH SWT, The Almighty for the blessing, health, and inspiration in leading her to complete this thesis.

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Surakarta, July 2009
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CHAPTER I
INTRODUCTION

A. Background of Study

Twenty-first centuries comes and spreads great fear upon society to the changes it brings. The fast changing information, huge development of high technology devices and rapid growing economic condition cause worries among parents and teachers. Skills that were appropriate 20 years ago no longer prepare children for the world beyond school. Technological change has both created and destroyed jobs. Changes in society are accelerating so rapidly that it is difficult to assess what factual knowledge will be needed for the future. To be prepared for the challenge of the future, children will need skills that will give them control over their lives and their learning, for of their learning will be no end (Fisher, 1992: vii).

The fact that society has also changed its worldviews, values and norms, urges the educational institutions to search and establish the most suitable way to educate the young generation. In order to prepare the students facing their future, students must have the skills to respond to their rapidly changing and increasingly complex environments. The educational implication of this is that teachers should focus on teaching skills essential to the gaining, using organizing and using information.
Through evaluation upon the world’s past theories on education, the educators came up to the notion that it is time to teach students thinking skills. As Fisher states that the teaching of thinking skills is potentially one of the most valuable areas of educational research and development today. He also states (Fisher, 1992: vii) that past theories tended to focus on simpler forms of learning. Children are often expected to learn scientific, mathematical and aesthetics skills and concepts without being helped to develop the tools of critical, independent, and rational thought, even though they were successful in generating many improvements in the teaching of basic skills. Today there is a greater emphasis on the process of learning, on investigation and problem solving, on reading for meaning, on the use of reasoning in writing, on study skills and on developing autonomous ways of learning. Reasons for this lie in the changing view of children, school, and society.

Regarding human life as a problem solving process and the long winding path that our next generation must successfully pass through, it can be concluded that they need to learn to think creatively, so they will be able to solve any kinds of problems in this unpredictable fast changing world, and for being able to think and become successful problem solver, they must involve and train critical and creative aspects of their minds, both the use of reason and the generation of ideas. Creative thinking supplies the context of discovery and the generation of hypothesis. Critical thinking provides the context of justifications, testing the acceptability of reason and proof.
In productive problem solving, one generates ideas (by creativity) and evaluates ideas (by criticality). Although creativity occurs first in the process, it's best to begin with a foundation of critical thinking because wise evaluation, in critical thinking, can prevent "creativity plus enthusiasm" from converting questionable ideas into unwise action. Critical thinking is "reasonably and reflectively deciding what to believe or do."... Critical thinking means making reasoned judgments. Basically, it is using criteria to judge the quality of something. In essence, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something: a statement, news story, argument, research, etc (Ennis paraphrased by Beyer on www.asa3.org/ASA/education/thinkcritical.htm).

Critical thinking is an important and vital topic in modern education, as Piaget states,

The principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done – men who are creative, inventive and discoverers. The second goal of education is to form minds which can be critical, can be verify and not accept everything they are offered (cited in Fisher, 1990: 29)

Dewey pointed out that learning to think is the central purpose of education. More recently, at the 1990 education summit, the National Education Goals Panel identified the need for a substantial increase in “the proportion of college graduates who demonstrate an advanced ability to think critically,
communicate effectively, and solve problems” (National Education Goals Panel, 1991: 62).

The goal of improving critical thinking is also fundamental to environmental educators' efforts to create an environmentally literate citizen. In the face of complex environmental issues, environmental education does not advocate a particular solution or action, but instead facilitates a student's ability to draw on and synthesize knowledge and skills from a variety of subject areas to conduct inquiries, solve problems, and make decisions that lead to informed and responsible actions (UNESCO, 1978). Furthermore, being a critical thinker also consists in developing certain attitudes, such as desire to reason, willingness to challenge and a passion for truth (Fisher, 1992: 66).

Unfortunately, in her landmark book The Skills of Argument (1991), psychologist Deanna Kuhn reported intensively studying hundreds of people from all walks of life. She found that over half the population cannot reliably exhibit even the most basic skills of general reasoning and argument.

In Indonesian academic discourse, critical thinking has also become a new educational issue, and this has been reflected in the National Development Program for the year 2000-2004 on education development. Section A of the program, about General Problems, paragraph six, mentions that one of the problems in the national education is that “the culture of critical thinking is not yet socialized….” (Depdiknas, 2001f, WWW.DEPIKNAS.GO.ID). It seems
The description above tells us that students in Indonesia do not yet show their critical thinking skill which is very important to promote and improve their ways of learning and thinking in order to face the unpredictable challenge of the future. It’s very regrettable fact since Indonesian’s pluralistic society needs citizens who can fair-mindedly evaluate the relevance of different perspectives on complex problems. Additionally, making sound personal and civic decisions requires the ability to interpret accurately information filtered by media that emphasize promotion and imagery over reason.

Meanwhile, another urgent topic in the field of education in Indonesia is the importance and the need for English and the teaching of English in Indonesia, that have been explicitly stated in several official documents released by the
government, especially those related to education. The first document is the Competence-Based English Curriculum released by the Department of National Education of Indonesia (Depdiknas, 2001). In the rationale of this curriculum, it is stated,


The curriculum further mentions the role of English in Indonesia as described below:


Moreover, the rationale of the Competence-Based Curriculum also explicitly states:
Hasil penelitian membuktikan bahwa pendidikan bahasa Inggris di Indonesia masih jauh dari tujuan penguasaan keahlian bahasa yang diharapkan. Lulusan sekolah menengah masih belum mampu menggunakan bahasa Inggris untuk berkomunikasi. Lulusan sekolah tinggi masih belum mampu membaca buku teks berbahasa Inggris. Ada beberapa faktor yang menyebabkan kegagalan ini dan banyak hal pula yang harus dilaksanakan untuk memperbaikinya. Salah satu caranya adalah dengan menggunakan silabus yang tepat sesuai perkembangan jaman (Depdiknas, 2001).

In order to overcome this problem, Department of National Education released the recent concept curriculum in 2003 to apply on Indonesian secondary education level (Senior High School) as followed:


It is further mentioned that

Dalam Kompetensi Komunikatif, kompetensi utama yang dituju oleh pendidikan bahasa adalah Discourse Competence atau Kompetensi Wacana (KW). Artinya, jika seseorang berkomunikasi baik secara lisan maupun tertulis orang tersebut terlibat dalam suatu wacana. Yang dimaksud dengan wacana ialah sebuah peristiwa komunikasi yang dipengaruhi oleh system yang dikomunikasikan, hubungan interpersonal pihak yang terlibat dalam komunikasi dan jalur komunikasi yang digunakan dalam satu konteks budaya. Makna apapun yang ia peroleh dan ia ciptakan dalam komunikasi selalu terkait dengan konteks budaya dan konteks situasi yang melingkupinya. Berpartisipasi dalam percakapan, membaca dan menulis secara otomatis mengaktifkan kompetensi wacana yang berarti menggunakan seperangkat strategi atau prosedur untuk merealisasi nilai-nilai yang terdapat dalam system-unsur bahasa, tata bahasa, isyarat-isyarat pragmatiknya dalam menafsirkan dan mengungkapkan makna (McCarthy dan Carter 2001: 88).
This model of language teaching and learning has also offered another model as cited below,

Selain model kompetensi, sebuah model bahasa yang memandang bahasa sebagai komunikasi atau sebagai system (Halliday 1978) juga digunakan dalam kurikulum ini. Menurut pandangan ini, ketika seseorang berpikir tentang bahasa, minimal ada tiga aspek penting yang harus diperhitungkan, yakni konteks, teks, dan system bahasa.

The decision to use the model of language teaching above emerged through consideration and notification that during the final quarter of the twentieth century, cognitive revolution spelt its influence on second language education. Active construction of knowledge on the side of the learners was considered the core of learning, and language learning was viewed as active rule generation and transformation through exposure to large amount of input, rather than habit formation. Individualized, learner-centered learning was given an unprecedented emphasis under this perspective, and a cognitive, problem-solving approach was advocated as a viable language teaching approach. Despite the popularity of cognitive/constructive perspective to second language education, researchers like Hymes and Halliday pointed out the limitations of this perspective in downplaying the social aspect of language learning and initiated the sociocognitive perspective to second language education. Under this perspective, language learning was regarded as socially constructed, and its purpose was to enable self-expressing and get learners prepared for dealing with the authentic social interactions and discourse communities that learners would
later encounter. Furthermore, learning is no longer restricted to linguistic aspects, but rather social, discourse and cultural aspects are also considered crucial components of learning (Gui Suk Park: 2006 on web.utk.edu genreteaching.doc).

The release of the 2004 English curriculum, which is underpinned by systemic functional linguistics (SFL) and involves the genre-based approach (GBA), indicates the Indonesian government’s awareness of the necessity for the teaching of English which is functional and which can lead to students’ ability in using the language in context. In another sense, Indonesian’s Department of National Education realized that genre-based writing instructions as the heir of Hymes’ communicative approaches to language teaching that emerged in the 1970s would be the best choice of a curriculum as it had worked very successfully in other big countries.

In Australia, as Cope, Kalantzis, et al. (cited in Myra Barrs on www.teachthinking.com) explain in their historical account, the genre movement began as a group of academic genre linguists who were critical of ‘progressivist pedagogy’ in teaching writing. This came up from the growing realization that writing was a key area of literacy learning and an essential route to educational achievement. Writing is a skill that is acquired more slowly and with more difficulty than reading, in addition, putting thoughts into writing involves embarking on what Vygotsky calls ‘the longest journey that thought has to travel’. Translating inner speech, which is condensed and abbreviated in character, into
writing, the most elaborate and detailed form of language requires the writer to spell out meanings as well as words.

Even though in its development, the genre linguists had their view reduced of what is involved in writing and in teaching writing, as they put all the emphasis on textual structures and linguistic features and left out the most essential element of writing: the writer’s subject, the content, what is to be communicated. It was reformed by some revisionist genre linguists in Australia by promoting a more curriculum-based way of working: in Callaghan, et al. ‘process-based’ approach to teaching genre

The aim is not just to teach the class to produce a generic text type. Rather it aims to use language to help teach the abstraction of the content knowledge and the skills of generalizing and synthesizing and hypothesizing (Callaghan 1993: 201).

This recognition that writing has an important cognitive dimension, and is a basic means of thinking and learning is a positive move. Learning to write, in Halliday’s words, is ‘learning how to mean’ – on paper. Meaning-making is at the heart of the process, and since these are the learner’s meanings we are talking about, the learner needs to be engaged with the learning and with the writing.

Emig (1983 cited in Myra Barrs on www.teachthinking.com) describes writing as the ‘complex evolutionary development of thought, steadily and graphically visible and available throughout as a record of the journey from jottings and notes to full discursive formulation.’ This focuses on the development of a text, viewed not as routine drafting but as the development of
thinking, suggests why a ‘process writing’ approach could be a helpful part of learning in any curriculum area.

This statement about writing as the development of thinking clearly provides teachers a media for teaching thinking to students through English language learning at school. So it can be concluded that by teaching writing to students, in the same time there is a chance to foster and develop thinking skill.

Additionally, genre pedagogies promise very real benefits for learners as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate (Christie & Martin, 1997 cited in Hyland, 2004: 15). One advantage from using GBA, according to Hyland is that Genre-Based teaching facilitates critical understanding, GBA 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 help students to distinguish differences and provide them with the means of understanding their varied experiential frameworks.

In order to accomplish their purpose, genres generally move through a number of stages (Martin 1985 cited in Deriawanka on RELC Journal 32, 2003: 38). And when GBA is implemented in Indonesian English language class using this Martin’s ‘wheel’ model of genre literacy pedagogy, in one of its stage; the modelling stage: presenting a text as an example of a genre and then analyzing its
generic features (which may include function, structure, language, grammar, use of tenses and so on), students are required to understand contents of the text.

The process of understanding the text involves critical thinking skill. For example when telling a story such as Goldilocks and the three bears (Narrative genre), a teacher might ask the following questions: What did you think of the story? Was Goldilocks good or bad? Why? These kinds of questions are categorized as evaluation process which Bloom (in Bloom’s taxonomy of cognitive goals) associates to be synonymous with the term critical thinking (Fisher, 1992: 69). Modeling stage is followed by ‘joint construction of a new text in the same genre’ (or shared writing) and then by ‘independent construction of text’, in this final stage students are required to be able producing a text, the writing process which experienced writers use are the processes will help young children develop their writing/thinking skills

The writing process begins with thinking about the nature of the message writing should take. At this initial stage such as audience, purpose and form should be considered. Writing activities should have a purpose. Such purposes for writing might include: to amuse, to argue, to discuss, to describe, to recount, to remind, to report, to persuade or to touch the emotions (Fisher, 1992: 202). This statement is line with the theory of genre pedagogy, genre theorists place participant relationships at the heart of language use and assume that every successful text will display the writers’ awareness of its context and the readers
who form part of that context (Hyland, 2003 in Gui Suk Park: 2006 on web.utk.edu genreteaching.doc).

And when it comes to the Exposition genre or Argumentative genre, the students will be challenged to find facts and construct arguments for why a thesis has been proposed. Skill in argumentation and, spoken and written has been considered as one of critical thinking disposition (Ennis, 1987 cited in Emilia, 2005: 59) and argumentative writing has thus been considered to be critical to challenge student’s critical thinking.

The above explanation about the need for teaching students thinking skill, critical thinking particularly and Indonesian Department of National Education’s decision to involve Genre-Based Approach as the right curriculum to apply in English language learning in secondary level of education in Indonesia, can be seen as two related subjects. In other words, GBA as a writing product oriented can be a media to promote thinking skill, since writing involve thinking capacity in its process, especially when the students learn about argumentative genre such as Analytical and Hortatory Exposition and Discussion Genre text. They are required to construct arguments, argument is the offering of reasons for a belief, and it also aims at discovering the truth by exposing belief to the light of reason. To weigh arguments before reaching a balance judgment, to carefully examine experience, assess’ knowledge and ideas, students must be able think critically (Fisher, 1992: 66). In addition, GBA helps the students to understand and criticize how information written and produced in English text.
This study with the title “The Implementation of Genre-Based Approach in the Teaching of English at SMA Negeri 1 Karanganyar and Its Effects in Promoting Students’ Critical Thinking” tries to see and reveal the clear description on how the Genre-Based approach when implemented in Indonesia’s senior high school, especially in SMA Negri 1 Karanganyar. And how does the implementation of GBA affect the promotion of student’s critical thinking. The reason in choosing this school is, as the writer lives in Karanganyar as a teacher, highly believes that the teachers and the students of SMA Negri 1 Karanganyar are capable to understand and to apply GBA in their English class. Their capability is proven as SMA N 1 Karanganyar is considered to be the best school in local district of Karanganyar viewed from the fact that it has the highest rank of score for almost all of academic subject matters especially in English in Karanganyar regency examination in 2007/2008 among high schools. Another proof is SMA Negri 1 Karanganyar has succeeded to win the Karanganyar high school debate competition for several years. This success was a result of their professional and progressive development.

Furthermore, the study describes to what extent Genre-Based Approach is understood and implemented in the teaching of English and to what extent does it affect students’ critical thinking. Thus, this research was conducted on each component included in GBA such as: (1) The teaching and learning objectives; (2) Model of syllabus; (3) The strategies and procedure in teaching of Exposition and Discussion genre in the process of teaching and learning activities; (4) The
teachers’ role, and (5) The students’ role in the process of teaching and learning activities using GBA. To get further description, the research also observed teachers’ perception on Genre-Based Approach in the teaching and learning of English and in promoting students’ critical thinking. And at last, the research observed indicators of students’ critical thinking ability.

B. Problem Statements

Based on the background of study the problem statements in this study are:

1. How is the implementation of Genre-Based Approach in the teaching of English in SMA Negri 1 Karanganyar?

2. To what extent does the implementation GBA promote students’ critical thinking?

C. The Objectives of the Study

Answering the problem statements above, this research has certain objectives. Those are:

1. To get the clear description of the implementation and identifies effectiveness teaching learning activities of Genre-Based Approach in the teaching of English.

2. To know the effects of the implementation of Genre-Based Approach in promoting high school students’ critical thinking skill.
3. To figure out the influence of this critical thinking skill on developing student’s attitudes to think critically or reasonably to the extent that students are able carefully to examine experience, assess knowledge and ideas, and to weigh arguments before reaching a balanced judgment.

D. The Benefits of the Study

Hopefully, from this study, there is a complete description about the implementation of Genre-Based Approach in SMA Negri 1 Karanganyar, for the writer; certainly this study will enrich her life with such good experience in searching and developing knowledge to be a better person. For the school, it can give a clear view of the strengths and weaknesses of this approach in the teaching and learning English, it will also enable the school, the headmaster, the teachers and students to decide next strategies or the right steps in developing the teachers and students English competence, specially strategies on how to develop and increase students’ critical thinking.

In a broader field, I hope this study will give a contribution on changing the way teaching students about English, not just provide the students to master the language skill but it is also important for teachers to teach students to think and specially to think critically.
CHAPTER II
LITERATURE REVIEW

A. Genre-Based Approach

1. The Concept of Genre-Based Approach

Following Anthony in Richard and Rodgers, approach refers to theories about the nature of language and language learning that serve as the source practice and principle in language teaching (2001: 20). At the level of approach, we are hence concerned with theoretical principles. With respect to language theory, we are concerned with a model of language competence and an account of the basic features of linguistics organization and language use. With respect to learning theory, we are concerned with an account of the central processes of learning and an account of the condition believed to promote successful language learning (Richards & Rodgers, 2001: 24).

Genre-based approaches begin with the whole text as the unit in focus rather than the sentence. The preoccupation is thus the creation of meaning at the level of discourse and not the acquisition of syntactical forms: "rather than dealing with discrete instances of language, there is recognition that meaning accumulates and evolves over a stretch of text" (Derewianka, 2003 cited in Benedict Lin, 2006 on www.asian-efl-journal.com). Here, a "text" refers to "a piece of language in use", which is a "harmonious collection of meanings
appropriate to its context” and hence has "unity of purpose" (Butt et al. 2001: 3). In other words, texts are stretches of language that may be considered complete in themselves as acts of social exchange. Length and mode of communication are immaterial: each text may be long or short, written or spoken. Thus, a brief exchange of greetings as two acquaintances pass each other is as much a text as is a 600-page novel (Benedict Lin, 2006 on www.asian-efl-journal.com).

The introduction of genre pedagogies is a response to the still widespread emphasis on a planning-writing-reviewing framework which focuses learners on strategies for writing rather than on the linguistic resources they need to express themselves effectively. The value of this inductive, discovery-based approach has long been questioned (e.g. Feez, 2002; Hasan, 1996 cited in K. Hyland / Journal of Second Language Writing 16 (2007) 148–164) as it fails to make plain what is to be learnt and minimizes the social authority of powerful.

The rationale for adopting a genre-based framework is that it facilitates clear links to the students’ purposes for writing beyond the writing classroom. Thus, the primary factors in curricular selection are ensuring a balance of text types, to enable students to perform a broad range of social purposes for writing in English in future, and selection of specific genres based on the students’ most immediate academic needs (Benedict Lin, 2006 on www.asian-efl-journal.com).

Genre-Based teaching is concerned with what learners do when they write (Hyland, 2007: 5). Genre pedagogies promise very real benefits for learners as they pull together language, content, and contexts, while offering teachers a
means of presenting students with explicit and systematic explanations of the ways writing works to communicate. By making explicit what is to be learnt, providing a coherent framework for studying both language and contexts, ensuring that course objectives are derived from students’ needs, and creating the resources for students to understand and challenge valued discourses, genre approaches provide an effective writing pedagogy. This explicitness gives teachers and learners something to shoot for making writing outcomes clear rather than relying on hit or miss inductive methods whereby learners are expected to acquire the genres they need from repeated writing experiences or the teacher’s notes in the margins of their essays.

Genre teaching involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps learners not only to see how grammar and vocabulary choices create meanings, but to understand how language itself works, acquiring a way to talk about language and its role in texts. Genre-Based pedagogies rest on the idea that ways of writing are community resources for creating social relationships, rather than solely the property of individual writers struggling with personal expression (Hyland, 2007: 9).

Genre has been defined as the ways that we get things done through language the ways we exchange information and knowledge and interact socially (Callaghan, Knapp and Knoble, 1993: 193). Genre, as mentioned above, has also
been defined as “a staged, goal-oriented social processes”, As Martin, Christie
and Rothery (1987; 1994) explain:

Genres are referred to as social processes because members of a culture
interact with each other to achieve them; as goal-oriented, because they have
evolved to get things done; and as staged because it usually takes more than
one step for participants to achieve their goals” (Martin, Christie-Rothery,

Genre refers to abstract, socially recognized ways of using language. It is
based on the assumption that the features of a similar group of texts depend on the
social context of their creation and use. Those features can be described in a way
that relates a text to similar texts and to the choices and constraints acting on text
producers. Therefore, genre theorists place participant relationships at the heart of
language use and assume that every successful text will display the writers’
awareness of its context and the readers who form part of that context (Hyland,

In practice, these principles may be expressed in very different ways as
genre approaches do not represent a single set of techniques. The two most
influential orientations in L2 classrooms worldwide, Systemic Functional
Linguistics and English for Specific Purposes, for example, have different views
of genre and different pedagogies.

Systemic Functional Linguistics (SFL), known in the United States as the
“Sydney School,” is perhaps the most clearly articulated approach to genre both
theoretically and pedagogically, with its basis in Hallidayan functional linguistics.
(Halliday, 1994) and sociocultural theories of learning (Vygotsky, 1978). These perspectives are complementary in that both language and learning are seen as social phenomena embedded in specific cultural, historical, and institutional contexts. Genre in SFL emphasizes the purposeful and sequential character of different genres and the systematic links between language and context (Martin, 1992). Because this conception of genre has emerged within a linguistic framework, genres tend to be characterized as broad rhetorical patterns such as narratives, recounts, arguments, and expositions. These are sometimes referred to as elemental genres which combine to form more complex everyday macro genres (Martin, 1992 cited in K. Hyland / Journal of Second Language Writing 16, 2007: 153). Thus, an elemental genre such as a procedure can be found in macro genres such as lab reports, instruction manuals, and recipes, while a macro genre like a newspaper editorial might be composed of several elemental genres such as an exposition, a discussion, and a rebuttal, even very young or elementary level learners can understand the social purposes of these genres, the ways they are staged, and their significant language features. By describing the typical stages and features of valued genres, teachers can provide students with clear options for writing so their texts seem well-formed and appropriate to readers. It also helps teachers to identify why weak texts seem incoherent and to suggest clear remedies to assist learners (K. Hyland / Journal of Second Language Writing 16, 2007: 153).
ESP differs significantly from SFL in the way that it conceptualizes genres and draws from more eclectic theoretical foundations (e.g. Swales, 1990, 2004). ESP teachers are concerned with the communicative needs of particular academic and professional groups and so genres are seen as the purposive actions routinely used by community members to achieve a particular purpose. Genres are therefore the property of the communities that use them rather than the wider culture, and ESP teachers look to the specific practices of those groups and the names group members have for those practices. So while genres are seen more specifically as related to groups, they are also seen in the wider context of the activities that surround the use of texts. Thus, for Swales (1998: 20), genres:

Orchestrate verbal life. These genres link the past and the present, and so balance forces for tradition and innovation. They structure the roles of individuals within wider frameworks and further assist those individuals with the actualization of their communicative plans and purposes.

Although Swales goes on to show that matters may be more complex than this, the idea that people acquire, use, and modify the language of written texts in the course of acting as members of academic/occupational groups offers teachers a powerful way of understanding the writing needs of their students.

While genres are conceptualized differently, both approaches seek to reveal the rhetorical patterning of a genre together with its key features. This involves studying a representative sample of texts to identify the series of moves, or communicative stages, which make up the genre. Linguistics thus becomes a practical tool that teachers can use in their classrooms, revealing how distinctive
patterns of vocabulary, grammar, and cohesion structure texts into stages which, in turn, support the purpose of the genre. While SFL tends to emphasize language rather more in this process, drawing on functional grammar to do so, and ESP stresses the importance of the situatedness of genres in particular contexts through rhetorical consciousness raising, both recognize that the ability to see texts as similar or different, and to write or respond to them appropriately, is vital to achieving literacy in a second language.

Berkenkotter and Huckin (1995: ix) refer to this as genre knowledge, ‘‘an individual’s repertoire of situationally appropriate responses to recurrent situations.’’ While it may be the case that genre pedagogies are more complex and demanding for teachers than earlier approaches to writing instruction, they also offer them more possibilities for informed intervention through greater direction and situational focus.

Under sociocognitive perspective, language learning was regarded as socially constructed, and its purpose was to enable self-expressing and get learners prepared for dealing with the authentic social interactions and discourse communities that learners would later encounter. Thus contextual factors and social communication were given the greatest attention ever and language teaching took a more affective-humanistic approach, which regarded learning atmosphere and peer interaction as more important than materials, and a more communicative approach, which stressed the importance of engaging learners in authentic task-based learning. Furthermore, learning is no longer restricted to
linguistic aspects, but rather social, discourse and cultural aspects are also considered crucial components of learning (Warschauer & Kern, 2000, Celce-Murcia, 2001 cited in Gui Suk Park: 2006 on web.utk.edu genreteaching.doc).

Department of National Education released the recent concept curriculum in 2003 to apply on Indonesian secondary education level (Senior High School) as followed:


![Figure 2.1. Model Kompetensi Komunikatif (dari Celce-Murcia et al.)](image-url)
Representasi skematik di Gambar 1 menunjukkan bahwa kompetensi utama yang dituju oleh pendidikan bahasa adalah Discourse Competence atau Kompetensi Wacana (KW). Artinya, jika seseorang berkomunikasi baik secara lisan maupun tertulis orang tersebut terlibat dalam suatu wacana. Yang dimaksud dengan wacana ialah sebuah peristiwa komunikasi yang dipengaruhi oleh system yang dikomunikasikan, hubungan interpersonal pihak yang terlibat dalam komunikasi dan jalur komunikasi yang digunakan dalam satu konteks budaya. Makna apapun yang ia peroleh dan ia ciptakan dalam komunikasi selalu terkait dengan konteks budaya dan konteks situasi yang melingkupinya. Berpartisipasi dalam percakapan, membaca dan menulis secara otomatis mengaktifkan kompetensi wacana yang berarti menggunakan seperangkat strategi atau prosedur untuk merealisasi nilai-nilai yang terdapat dalam system-unsur bahasa, tata bahasa, isyarat-isyarat pragmatiknya dalam menafsirkan dan mengungkapkan makna (McCarthy dan Carter 2001: 88).

A text, as in a critical social theory of literacy, is also viewed as “a social construct, which has an identifiable structure, and as a construct, its structure and its social function can be deconstructed” (Macken-Horarik, 1997: 305). Texts are also analyzed using the Field/Mode/Tenor model, which has also been used by those who work under the social theory of literacy, particularly critical language awareness).

This model of language teaching and learning has also offered another model as cited below,

Selain model kompetensi, sebuah model bahasa yang memandang bahasa sebagai komunikasi atau sebagai system (Halliday 1978) juga digunakan dalam kurikulum ini. Menurut pandangan ini, ketika seseorang berpikir tentang bahasa, minimal ada tiga aspek penting yang harus diperhitungkan, yakni konteks, teks, dan system bahasa. Hubungan konteks, teks dapat digambarkan sebagai berikut:
The field of a text can be associated with the realization of experiential meanings, realized through the Transitivity patterns of the grammar. The mode of a text can be associated with the realization of textual meanings, realized through the Theme patterns of grammar. The tenor of a text can be associated with the realization of interpersonal meanings, realized through the Mood patterns of the grammar (Eggins, 1994: 78 cited in Emilia, 2005: 54).

This analysis is expected to enable students “to understand how texts position readers, thus The GBA, supported by SFL, shares with a critical social literacy perspective, a view that “literacy is a social practice, a form of social

26
action where language and context co-participate in the meaning making enterprise” (Halliday, 1978 cited in Colombi and Schleppegrel, 2002: 2).

The GBA (Genre-Based Approach) to teaching writing has been developed mainly in Australia, based on systemic function linguistics (SFL) developed by Halliday. The SFL GBA is also called an interventionist pedagogy or overt instruction (The New London Group, 2000). The SFL GBA has influenced the entire state educational system in Australia, and has been adopted in primary, secondary, tertiary, professional and community teaching contexts in programs for native speakers of English as well as ESL and EFL learners. Educators in countries as diverse as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden and Thailand are employing genre-based approaches in developing their syllabuses, materials and curricula (Derewianka, 2003: 133-134). The fact that the GBA has been applied in EFL context indicates that the GBA is also relevant to this study and the Indonesian context in general, where students learn EFL. This has also been shown by the release of the 2004 curriculum of English for secondary education in Indonesia, which involves the GBA.

The concept of genre has been used in many fields, including folklore studies, linguistic anthropology, ethnography of speaking, conversational analysis, rhetoric, literary theory, sociology of language and applied linguistics (Paltridge, 1997 cited in Emilia, 2005: 57). However, the concept of genre to be
discussed here will be based on one of the views of genre used in applied linguistics, in SFL theory in particular, in that genre is considered as text types.

Thus, it can be summarized that Genre-Based approach offers teachers a frame work for a coherent sequence of activities and learning. There are a number of principles that underpin all Genre-Based teaching. These principles include understanding about language, about writing and about learning that can be transferred into syllabus goals and methodologies. Theses principles shoe how they relate to Genre-Based writing more directly: (1) Writing is social activity (2) Learning to write is needs-oriented (3) Learning to write requires explicit outcomes and expectation (4) Learning to write is a social activity (5) Learning to write involves learning to use language (Hyland, 2007: 87-89).

2. The Goal of Genre-Based Teaching Learning

In a Genre-Based course, goals often describe the competencies that the learner will be expected to put into effect using appropriate knowledge and language features to construct particulars kind of text. Objectives may vary in the emphasis placed on writing knowledge or skills, but they typically contain elements of both, and while they may not always be easy to separate in practice, it is useful to think about different kind of objectives in course planning (Burns & Joyce, 1997: 75 cited in Hyland 2007: 101) related to these two areas in figure 2.3 below,
Knowledge:
   a. The role of written language in the wider culture or specific discourse community
   b. Kinds of social situation in the target contexts and the ways they predict certain genres
   c. Appropriate content areas in particular genres make available
   d. How target genres are organized to accomplished social purposes
   e. How grammar functions to convey certain kinds of meaning in writing
   f. When to use a particular genre and how it relates to other genre in typical sequence
   g. The value a genre has for a particular community of users
   h. The formal aspects that a text requires (e.g; lay out, citation, address forms)

Skills:
   a. Specifying a purpose, audience and format for given writing task
   b. Generating ideas and planning writing using brainstorming and freewriting techniques
   c. Drafting a paper
   d. Editing a draft fro sense, organization, audience and style
   e. Evaluating and editing others’ writing
   f. Adopting an appropriate interpersonal tone and authority relations in writing
   g. Analyzing a specialist text for its structure and characteristics stylistic features
   h. Writing an essay with a thesis, supporting argument, introduction and conclusion
   i. Writing an essay using multiple sources and appropriate citation technique

Fig. 2.3 Objectives related to knowledge and skills

Lattimer says on www.Stenhouse.com/pdfs035, in the classroom a genre study is an inquiry into a text form. For a period of four to eight weeks, the class reads exemplary text in the genre and writes original pieces representatives of the genre. The goal of the inquiry is to develop habits of reading and writing that enable students to master the genre itself. A genre study is not about reading particular text; individual text are read and discussed for the purpose of
developing strategies of comprehension appropriate for the genre. Nor is a genre study about writing a single story or article; individual pieces are written so that students will know and able to use process and structure inherent to the genre.

Students could remember some genre features from previous instruction and recognize those features in new texts. Explicit teaching can increase students’ awareness of genre characteristics in texts they may read. Some long-term outcomes of genre-based instruction are effective in giving students confidence as they approach reading different texts. In addition, the fact that the course knowledge transferred positively to some students’ L2 writing supports recent research on reading-writing connections and the potential of addressing both skills in the same classroom (Gui Suk Park, 2006 on web.utk.edu genreteaching.doc).

Hajimah Oesman proposes other objectives of Genre-Based instruction on Genre-Based Instruction for ESP (www.melta.org/myET200420 ) are to guide students to:

a. To identify the structural construct of the genres.

b. To understand the cognitive processes involved in constructing the genres.

c. To identify the linguistic features used to achieve the communicative function.

d. To be able to construct the Genre-Based on the conventions and the linguistic features identified.
3. The Genre-Based Model of Syllabus

A genre is chiefly identified by the communicative purpose for which it is created in a particular social context (Swales, 1990 cited in Hyland, 2002: 96-103 on eb1.hpu.eduimages/Graduatestudies/TESL-wpso7Kim_Genrea17238/pdf). In the case of a written text or written discourse, various factors impinge upon its production and processing. These include the relationships and roles of the writer and the reader, the degree of formality and even the ideological principles held by both participants in the community. Therefore, an informed study of the text according to genre analysis is useful, subsequently preparing learners for writing tasks at future professional workplace situations.

The Australian genre theory was developed for the curricula of nonprofessional settings such as primary and secondary schools rather than of universities and professional fields. The K-6 English syllabus in New South Wales was designed as a result of research carried out at the University of Sydney. It is a schematic model of the genre approach which emphasizes how the resources of the language system can be used to make appropriate meaning choices in diverse contexts. This syllabus seeks to develop students’ writing proficiency through demonstrating that their writing skills can be improved if instructional focus is placed on the ways content is structured and the language is chosen. Thus, a variety of genres are placed at the heart of the primary school
curriculum; they are classified in the syllabus as either literary genres, which explore or interpret human experience, or as factual genres, which suggest ideas in order to persuade. For each genre described in the syllabus, a number of support documents are provided. The support guide clearly sketches out the organization and content of special genres, ideas for applicable learning tasks, and the common grammatical patterns suitable for each phase (Hyland, 2002: 96-103 on eb1.hpu.eduimages/Graduatestudies/TESL-wpso7Kim_Genrea17238/pdf).

A genre Approach to writing instruction suggests two possible starting points for teachers:

1. Theme-based: genre are selected and sequenced by learner needs and demands of the theme.
2. Text-based: genre are selected and sequenced according to those found in relevant real-life context or according to increasing levels of abstraction or difficulty (Hyland,2007: 90).

Indonesia’s model of syllabus for Genre-Based approach in Senior High School (SMA) is divided to three grades and using Text based; in grade X first semester, students learn Recount, Narrative and procedure, second semester, they study Narrative, Descriptive and News Item. In grade XI, first semester, students are required to master Report, Narrative and analytical Exposition, second semester, they study Narrative, Spoof and Hortatory Exposition, while in grade XII, student learn Narrative, Explanation and Discussion in the first semester and study Narrative and Review text in second semester.
4. Strategies and Procedures in Genre-Based Teaching Learning Activities

The teachers were concerned that the learners may end up writing genres as mindless imitation in producing written text. Consequently, creativity is stifled, depriving them of the ability to respond more effectively in a changing social context or workplace environment (Dr. Sarjit Kaur & Poon Sook Chun on www.esp-world.info/article_11sarjit_poon2.htm).

During the beginning stages, direct instruction is crucial, as the learner gradually assimilates the task demands and procedures for constructing the genre effectively. The teacher takes an interventionist role, ensuring that students are able to understand and reproduce the typical rhetorical patterns they need to express their meanings (Hyland, 2003). The focus is on the form and function of the particular text type, and on illustrating the process of writing a text, considering both the content and the language (Gibbons, 2002 cited in Kim&Kim on www.asian-efl-journal.com). Before reaching later stages, students have developed considerable background knowledge about the subject, are aware of linguistic features of the text type, and have jointly (with a teacher) constructed a similar text.

Derewianka and other involved in the "genre" movement in Australia have identified four stages, named the Curriculum Cycle, through which a particular text type can be made explicit to students. The four stages of the Curriculum Cycle are: Stage 1) Developing control of the genre; Stage 2) Modeling the text
In SFL, scaffolding has been elaborated into an explicit methodological model, represented by the teaching-learning cycle shown in figure above. The cycle informs the planning of classroom activities by showing the process of learning a genre as a series of linked stages. Here, the teacher provides initial explicit knowledge and guided practice, moves to sharing responsibility for developing texts, and gradually withdraws support until the learner can work alone. The key stages of the cycle are:

**Figure 2.4 the Teaching and Learning Cycle (Feez, 1998: 28)**

Type; Stage 3) Joint construction; Stage 4) Independent construction of text (Hyland, 2003 on www.asian-efl-journal.com).
a. setting the context—revealing genre purposes and the settings in which it is commonly used;
b. modeling—analyzing representative samples of the genre to identify its stages and key features and the variations which are possible;
c. joint construction—guided, teacher-supported practice in the genre through tasks which focus on particular stages or functions of the text;
d. independent construction—独立写作 by students monitored by the teacher; and
e. comparing-relating what has been learnt to other genres and contexts to understand how genres are designed to achieve particular social purposes.

Based on the teaching-learning cycle and four areas of genre competence Ning (2008 on www.esp-world.infoArticles-19. pdf) summarizes their links in table below.

<table>
<thead>
<tr>
<th>Teaching-learning cycle</th>
<th>4 areas of competence</th>
<th>Teaching method</th>
<th>Teacher’s role</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Context building</td>
<td>(i) Understanding of the codes; (ii) Acquisition of genre knowledge.</td>
<td>Explicit teaching of textual/linguistic patterns</td>
<td>Intervention-ist</td>
</tr>
<tr>
<td>(b) Modeling</td>
<td>(iii) Genre practice; (iv) Genre ownership.</td>
<td>Teacher-learner and peer collaboration; Planning, drafting, revising, publishing</td>
<td>Facilitator</td>
</tr>
<tr>
<td>(c) Joint construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Independent construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Comparing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 2.5: Links between teaching-learning cycle and genre competence*
In another project, scholars in Australia pooled their money to establish the Literacy and Education Research Network (LERN), which contributed to creating an instructional approach that would help students master various school genres such as reports, procedures, expositions, and explanation. They amended the teaching-learning cycle previously described as having three phases—modeling, joint negotiation of text, and independent construction of text—by adding one more stage called “building knowledge of the field” (Hyon, 1996: 705 on web1.hpu.eduimages/Graduatestudies/TESL-wpso7Kim_Genrea17238/pdf). This stage aims at building up the students’ knowledge of key features of the social circumstances and connecting it with the content of the genre.

The teaching of writing is based on the results of genre analysis, i.e. structural and linguistic patterns. The teacher explicitly presents discourse structure and linguistic features of the model text, and explains to learners why writers choose specific strategies and linguistic forms to achieve their communicative purposes. Generally speaking, the following procedure is followed:

![Diagram](image)

*Figure 2.5: Procedure in genre-based approach (Badger 2002 cited in Ning, 2008: 3)*
5. **Types and Function of Genre in Teaching Learning**

Based on its obligatory and optional stages (as well as the social purpose), genre theorists within an Australian SFL perspective argue that there are at least eight prototypical genres that are necessary for students to learn. These are Recount, Report, Explanation, Exposition, Discussion, Procedure, Narrative (Macken-Horarak, 2002: 21-23 cited in Emilia, 2005: 58).

Genre in SFL, are the rhetorical structures fundamental to various forms of communication in a culture. Some core educational genre listed in the table, showing their social purposes and some possible “location” or macrogenres where they are likely to be encountered (Hyland, 2007: 29).

1. **Recount Genre**

   a. Social function: to retell events for the purposes of informing or entertaining. Events are usually arranged in a temporal sequence. Eg. a personal letter.

   b. Generic (schematic) structure

      i. Orientation

      ii. Events

      iii. Re-orientation (optional element)

   c. Language features

      i. Focus on individual participants

      ii. Use of past tense

      iii. Focus on temporal sequence of events
iv. Use of material (or action) clauses and processes

2. Procedure Genre
   a. Social function: factual text design to describe how something is accomplished through a sequence of actions or steps.
   b. Generic (schematic) structure
      i. Goal
      ii. Step 1 – n (ie. Goal followed by a series of steps oriented to achieving the goal)
   c. Language feature
      i. Focus on generalized human agents
      ii. Use of simple present tense (plus sometimes imperatives)
      iii. Use of mainly temporal conjunctive relations
      iv. Use of mainly material (action) clauses

3. Narrative Genre
   a. Social function: to entertain the reader with a story that deals with complication or problematic events which lead to a crisis and in turn find a resolution
   b. Generic (schematic) structure
      i. Orientation: set the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story
ii. Complication: Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

iii. Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

iv. Re-orientation: This is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.

c. Language feature

i. Focus on generalized human agents

ii. Use of simple past

iii. Use of mainly temporal conjunctive relations

iv. Use of mainly material (action) clauses and verbal processes

4. Description Genre

a. Social function: A descriptive text is a text which lists the characteristics of something, someone or some place.

b. Generic (schematic) structure

i. Identification: mention who or what we are describing

ii. Description: consists of parts, qualities and characteristics of what we are describing.
5. Report Genre
   a. Social function: factual text which describe the way things are, with reference to a whole range of phenomena, natural, cultural and social in our environment
   b. Generic (schematic) structure
      i. General classification (can include optional technical classification)
      ii. Description (parts and their function, qualities, habit/behaviors or ‘uses’ if non-natural
   c. Language feature
      i. Focus on generic participants (groups or things)
      ii. Use of simple present tense (unless extinct)
      iii. No temporal sequence
      iv. Use of ‘being’ and ‘having’ clause
6. Explanation Genre
   a. Social function: factual text used to explain the processes involved in the evaluation of natural and social phenomena or how something works. Explanation is used to account for why things are as they are. Explanation is more about processes than things. In the school curriculum, explanation are often found in science and social studies
   b. Generic (schematic) structure
      i. A general statement to position the reader
ii. Then sequenced explanation of why/how something occurs
    (usually a series of logical steps in the process)

c. Language features
   i. Focus on generic, non human participants
   ii. Use of simple present tense
   iii. Use of temporal and causal conjunctive relations
   iv. Use of mainly material (action) processes, some passives used
to get theme right. The theme is what comes first in the clause and is what the clause (or message) is about.

7. Exposition Genre
   a. Social function: factual text used to put forward a point of view or argument. Eg. essay, a letter to the editor (logical rather than temporal sequencing)
   b. Generic (schematic) structure
      i. Thesis: (1) Position, (2) preview
      ii. Arguments (1-n): Point, elaboration
      iii. Reiteration (restatement of Thesis)
   c. Language feature
      i. Focus on generic human and non human participants
      ii. Use of simple present tense
      iii. Few temporal conjunctive relations (mostly logical relation)
      iv. Use of material, relational and mental processes.
The summary can be seen on the table below,

*Table 2.6*

<table>
<thead>
<tr>
<th>Genre</th>
<th>Social Purposes</th>
<th>Social Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>To reconstruct past experiences by retelling events in original sequences</td>
<td>Personal letters, police report, insurance claims, incident reports</td>
</tr>
<tr>
<td>Procedure</td>
<td>To show how something done</td>
<td>Instruction manual, science report, cookbooks, DIY books</td>
</tr>
<tr>
<td>Narrative</td>
<td>To entertain and instruct via reflection on experience</td>
<td>Novels, short stories</td>
</tr>
<tr>
<td>Description</td>
<td>To give an account if imagined or factual events</td>
<td>Travel brochures, novels, product details</td>
</tr>
<tr>
<td>Report</td>
<td>To present factual information, usually by classifying things and then describing their characteristics</td>
<td>Brochures, government and business report</td>
</tr>
<tr>
<td>Explanation</td>
<td>To give reasons for a state of a judgment</td>
<td>News report, books</td>
</tr>
<tr>
<td>Exposition</td>
<td>To give arguments for why a thesis has been proposed</td>
<td>Editorial, essays, commentaries</td>
</tr>
</tbody>
</table>


Swale (1990 cited in Hyland, 2007: 66) offers a different way of looking a genre by drawing on the notion of “family resemblance”. He argues that what holds similar texts together as a genre is not a fixed set of defining feature that has to be applied to all cases but a looser kind of relationship in which texts can be characterized in terms of similarities to prototypical cases of particular genre.
The common features and families of genres is shown on the table 2.7 below,

<table>
<thead>
<tr>
<th>Category</th>
<th>Genre</th>
<th>Purposes</th>
<th>Structure</th>
<th>Main feature at intermediate level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story text</td>
<td>Narrative</td>
<td>To deal with problematic or unusual events</td>
<td>Orientation-complication-evaluation-resolution</td>
<td>Series of clauses in past tense linked with conjunctions, vocabulary related to characters, contexts and events</td>
</tr>
<tr>
<td></td>
<td>Recount</td>
<td>To retell events in order to entertain or inform</td>
<td>Orientation-events-reorientation-and/or coda</td>
<td>Sequencing conjunction some 2-clause sentences past tense and markers</td>
</tr>
<tr>
<td>Persuasive text</td>
<td>Argument</td>
<td>To argue for a view point</td>
<td>Thesis-arguments-reinforcement</td>
<td>Cumulative argument specific information and supporting statements writer’s position</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>To argue for two or more of point of views</td>
<td>Issues-points of view-conclusion</td>
<td>Organized information “objective” information and supporting statements</td>
</tr>
</tbody>
</table>

Since Discussion genre is belong to Swales “families resemblance” notion, below is information about it.

8. Discussion Genre

a. Social function: to present information about and arguments for both sided issue, concluding with a recommendation based on the weight of
evidence. Discussions are commonly used by Royal Commissions, local councils and school bodies to look at two sides of an issue.

b. Generic (schematic) structure
   i. Issue : (1) Statement of issue, (2) preview
   ii. Arguments for and against : point, elaboration
   iii. Or in more complex discussion : Statements of various viewpoints
   iv. Recommendation : summary, conclusion

c. Language feature
   i. Focus on generic human and non human participants
   ii. Use of simple present tense
   iii. Use of logical conjunctive relations
   iv. Use of material, relational and mental processes.

6. The Teaching of English Using Genre-Based Approach

Genre teaching makes clear what is to be learned to facilitate the acquisition of reading and writing skills and provides a coherent framework for focusing on both language and contexts. Teachers using this method can help by scaffolding student learning and creativity, providing access to patterns and possible variations in valued texts, supplying resources for understanding and challenging valued discourses, increasing text structure awareness to confidently
advise students on their reading and writing, and ensuring that course objectives and content are derived from student needs.

Some revisionist genre linguists in Australia are promoting a more curriculum-based way of working: in Callaghan, et al.’s ‘process-based’ approach to teaching genre

‘the aim is not just to teach the class to produce a generic text type. Rather it aims to use language to help teach the abstraction of the content knowledge and the skills of generalising and synthesising and hypothesising.’ (Callaghan, et al. 1993: 201 on www.think.co.Nzttc-pdf/WritingAndThinking.pdf)

Genre pedagogies promise very real benefits for learners as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate (e.g. Christie & Martin, 1997). To summarize the main advantages, it can be said that genre pedagogy is (Hyland, 2004: 10–16 on www.elsevier.com):

1. Explicit : Makes clear what is to be learnt to facilitate the acquisition of writing skills
2. Systematic : Provides a coherent framework for focusing on both language and contexts
3. Needs-based : Ensures that course objectives and content are derived from students’ needs
4. Supportive: Gives teachers a central role in scaffolding students’ learning and creativity

5. Empowering: Provides access to the patterns and possibilities of variation in valued texts

6. Critical: Provides the resources for students to understand and challenge valued discourses

7. Consciousness-raising: Increases teachers’ awareness of texts to confidently advise students on writing

Since that it has been clearly stated above that one advantages of Genre-Based Approach is critical which means provides the resources for students to understand and 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.

7. Argumentative Genres

Argumentative writing or genre refers to genre of writing which involves arguments, facts evidence, reason, description or explanation which support the side being argued, use reference to expert authority whom the reader is apt to believe, to make the writer’s position seem indisputable (Feez and Joyce, 1998b cited in Emilia, 2005: 59), it is also concerned with analysis, interpretation and evaluation of the world around us and its emphasis is on persuading someone to our point of view (Derewianka, 1990: 75). Kuhn (Kuhn, 1992 on Klien &
Stanovich (http://cjs.sagepub.com) pointed out that thinking often takes the form of argumentation, in which ideas are articulated and evaluated in contrast with other options. In print-based cultures, complex arguments are often presented in monological text, which is text written from a single narrator’s point of view.

Within SFL, the terms analytical and hortatory are used to distinguish fundamental differences in argumentative purpose and strategy. Thus Martin (1989: 17) uses the term analytical for texts which present a well formulated claim or thesis, in which it is argued. The term hortatory, on the other hand, is used for texts which aim to persuade the reader to do what the thesis recommends. In these texts, the relationship between writer and reader is more interpersonally ‘charged’.

It is proposed that the differences in analytical and hortatory forms of argumentation have linguistic consequences for how writers structure (i.e. begin, develop and conclude) their argument texts. Likewise it is proposed that the difference between a one sided and a two (or more) sided argument has consequences for how writers organize their argument texts. Whereas in a one sided argument (referred to as an exposition genre in SFL) a writer presents one side of an issue, in a two sided argument (referred to as discussion genre in SFL) a writer evaluates two or more opposing positions in order to make a judgment as to which is more viable. In other words, a distinction is made between texts which appear to weigh up evidence in a rational balanced way before passing a judgment and those which make no attempt to balance arguments for and against an issue.
no matter how controversial the proposition (Berril 1992; Crosswhite 1996 cited in Caroline Coffin on EAPJ_for_respository.pdf)

Table 2.8 shows how the genre framework makes explicit the relationship between each distinct purpose and goal in arguing and the phases or stages that a writer moves through to achieve the goal. In other words, each argument genre is made up of stages (referred to collectively as the text or generic structure), each of this performs a distinct function in achieving the overall purpose of the text. Stages that may or may not be taken up by a writer (such as the reinforcement of thesis in the hortatory exposition) are enclosed in brackets.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Hortatory Exposition</th>
<th>Analytical Exposition</th>
<th>Hortatory Discussion</th>
<th>Analytical Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>to put forward a point of view and recommend a course of action</td>
<td>to put forward a point of view or argument</td>
<td>to argue the case for two or more points of view about an issue and recommend a course of action</td>
<td>to argue the case for two or more points of view about an issue and state a position</td>
</tr>
</tbody>
</table>

| Staging        | Thesis (Recommendation) Arguments + Evidence (Counter-Arguments + Evidence) (Reinforcement of thesis) | Thesis Arguments + Evidence (Counter-Arguments + Evidence) Reinforcement Of thesis | Issue Arguments + Evidence (2 or more perspectives) (Judgment/Position) Recommendation | Issue Arguments + Evidence (2 or more perspectives) Judgment/Position |
Table 2.8: Four common arguing genres in student academic writing (Caroline Coffin, Arguing about how the world is or how the world should be: the role of argument in IELTS Tests retrieved from EAPJ_for_respository.pdf)

The writer will focus the research on Hortatory Exposition and Discussion Genre because the implementation of teaching and learning activities on these genres involve argumentation. Consequently, HE and DG considered to be the most potential area where critical thinking elements can be promoted and fostered. As stated by Ennis, the skill in argumentation and, spoken and written has been considered as one of critical thinking disposition (Ennis, 1987 cited in Emilia, 2005: 59) and argumentative writing has thus been considered to be critical to challenge student’s critical thinking as Kurfiss states Critical thinking involves justification of beliefs and argumentation is the vehicle which justification is offered …learning the skill of argument enables students to reason effective in various disciplines (1988: 13).

B. Critical Thinking

1. Definition of Critical Thinking

In the past 20 years, educators and politicians have begun to seriously acknowledge the centrality of CT as an educational goal and outcome at the K-12 and postsecondary levels (Facione, 1990; Halpern, 1996, Kuhn, 1990; Lipman,
Etymologically, the word critical derives from two Greek roots: “kriticos”, meaning discerning judgment, and “criterion” meaning standards (Paul et al, http://www.criticalthinking.org/schoolstudy.htm; see also (Chaffee, 2000: 45) for the definition of the word critical). The word critical, Paul et al argues, is also characterized by careful analysis and judgment and by an attempt at objective judgment so as to determine both merits and faults. Applied to thinking, then CT can be defined as thinking that explicitly aims at well-founded judgments and hence it utilizes appropriate evaluative standards in the attempt to determine the true worth, merit, or value of something (Paul, et al. http://www.criticalthinking.org/schoolstudy.htm). While Ennis assumes critical thinking to be reasonable reflective thinking focused on deciding what to believe or do (Ennis, 1985, 1987 on http://er.aera.net).

To be critical for the CT tradition basically means: to be more discerning in recognizing faulty arguments, hasty generalizations, assertions lacking evidence, truth claims based on unreliable authority, ambiguous or obscure concepts, and so forth (Burbules and Berk, 1999: 46).

Halpern’s relatively broad working definition will guide the current study:

Critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal directed. The kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the thinker is using skills that are
thoughtful and effective for the particular context and type of thinking task. (1997: 4).

At present, pupils are not being prepared to face the uncertainty and open-endedness that comes with true learning and decision making. Too often they are implicitly trained to seek the one 'right answer', giving them little experience of a world in which right answers are elusive and situations rarely black and white. Students need to learn to assess a range of possibilities, to balance strengths and weaknesses, to recognize bias and poor logic and to appreciate that what is usually needed is the careful application of judgment in seeking the best available solution (Simister, 2004 on http://imp.sagepub.com).

Furthermore, in an increasingly globalized world, pupils need to learn to be open-minded and tolerant of other opinions, while being able to make informed choices for themselves. They need the confidence and skills to engage in reasoned dialogue and avoid being susceptible to propaganda or forcefully stated stereotypical convictions. This point is very eloquently made by Quinn:

As teachers, we have . . . produced tabloid fodder. Year after year our school leavers become full members of society and yet they seem to bring no higher an expectation of autonomy to the minds of the mass-selling newspaper editors who seek sales, to the politicians who seek their vote, and the advertisers who seek their cash . . . They are not, year on year, more critical thinkers, more analytical, less gullible, nor, in my experience, are they more disposed to bring the force of reason and open-mindedness to their dealing with others, their decisions and actions. (1997: 5 cited in Simister, 2004 on http://imp.sagepub.com).
It is also worth noting that, despite improving grades at school, many of our ‘successful’ pupils do the reading, absorb the facts, but are not able to assess them, question them, assimilate them or add their own perspective to the debate. This is supported by OFSTED’s ‘Improving Schools’ paper (1994), which suggests that very able pupils are not attaining the highest levels, as they cannot cope with higher order questions that need more creative problem-solving approaches. It would seem that teaching thinking may in reality be vital for genuine academic success (Simister, 2004 on http://imp.sagepub.com).

It is surely one of our greatest responsibilities, as guardians of children’s developing minds, to give them the courage, confidence and skills to think critically for themselves.

Critical thinking skills and disposition toward critical thinking are alternative indicators of achievement, providing information on students’ abilities as future learners and problem solvers. Critical thinking is the process of purposeful, self regulatory judgment, which drives problem-solving and decision-making (American Philosophical Association [APA], 1990). At the core of critical thinking are the following cognitive skills:

a. Interpretation: categorization, decoding significance, clarifying meaning;

b. Analysis: examining ideas, identifying and analyzing arguments;

c. Evaluation: assessing claims and arguments;
d. Inference: querying evidence, conjecturing alternatives, drawing conclusions;

e. Explanation: stating results, justifying procedures, presenting arguments; and


Further explanation for the above cognitive skill according to Facione on http://insightassessment.com/t.html, the experts define **interpretation** is “to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria.” Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning. Again from the experts: **analysis** is “to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions.” include examining ideas, detecting arguments, and analyzing arguments as sub-skills of analysis.

**Evaluation** as meaning “to assess the credibility of statements or other representations which are accounts or descriptions of a person’s perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.” And to the experts **inference** means “to identify and secure elements needed to draw reasonable
conclusions; to form conjectures and hypotheses; to consider relevant information and to educe the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation.” As sub-skills of inference the experts list querying evidence, conjecturing alternatives, and drawing conclusions.

Beyond being able to interpret, analyze, evaluate and infer, good critical thinkers can do two more things. They can explain what they think and how they arrived at that judgment. And, they can apply their powers of critical thinking to themselves and improve on their previous opinions. These two skills are called “explanation” and “self-regulation.”

The experts define explanation as being able to present in a cogent and coherent way the results of one’s reasoning. This means to be able to give someone a full look at the big picture: both “to state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one’s results were based; and to present one’s reasoning in the form of cogent arguments.” The subskills under explanation are describing methods and results, justifying procedures, proposing and defending with good reasons one’s causal and conceptual explanations of events or points of view, and presenting full and well-reasoned, arguments in the context of seeking the best understandings possible.

Additionally, Facione (Facione&Facione on www.insightassessment.com) explains newer research in human reasoning that found evidence of the function
of two interconnected ‘systems’ of reasoning. ‘System 1’ is conceptualized as reactive, instinctive, quick, and holistic. System 1 often relies on highly expeditious heuristic maneuvers which can yield useful response to perceived problems without recourse to reflection. By contrast, ‘System 2’ is described in the cognitive science literature as more deliberative, reflective, analytical, and procedural. System 2 is generally associated with reflective problem-solving and critical thinking. Facione states that in its decision making processes System 2 also uses some heuristic maneuvers.

In humans these two systems never function completely independently. One is not naturally “better” than the other; in fact there are situations where each offers something of a corrective effect on the other. Because both systems rely on cognitive heuristics and because these maneuvers are known to have the potential to introduce error and biases into human reasoning, knowing something about heuristic reasoning is important to those who are attempting to train or to measure reasoning.

Effectively mixing System 1 and System 2 cognitive maneuvers to identify and resolve problems is the normal form of mental processes involved in sound, expert reasoning. Misusing heuristic reasoning maneuvers, in the context of poor logic and misinformation is a description of poor reasoning.
Figure 2.9. The Argument and Heuristic Analysis Model of Decision-Making

Figure above is a diagram locating the thinking processes we have been discussing. Even good thinkers make both System 1 and 2 errors from time to time. Humans misinterpret things, overestimate or underestimate our chances of succeeding, rely on mistaken analogies, reject options out of hand, rely too
heavily on feelings and hunches, judge things credible when they are not, etc. And there is one more strategy humans use to become confident about their decisions which needs to be factored in before the story of reasoning is fully told.

The above explanation and diagram clearly propose on how important for teacher to teach the students critical thinking as one good strategy to solve life problems and successfully conquer the challenging world.

2. Criteria for Critical Thinking

Broadly conceived by the Delphi panelists, CT was characterized as the process of purposeful, self-regulatory judgment. Throughout this cognitive, nonlinear, recursive process, a person gathers and evaluates evidence to form a judgment about what to believe or what to do in a given context. In so doing, a person engaged in CT uses his or her cognitive skills to form a judgment and to monitor and improve the quality of that judgment (Facione, 1990 cited in Giancarlo & Blohm from http://epm.sagepub.com).

Contemporary CT scholars acknowledge that any discussion of CT must include thinking skills and thinking attitudes, or dispositions (Ennis & Norris, 1990; Halpern, 1996 cited in Giancarlo, 2004: 349). The term CT disposition refers to a person’s internal motivation to think critically when faced with problems to solve, ideas to evaluate, or decisions to make (Facione, et al. 1997). Sometimes referred to as the ethic of a critical thinker or a critical spirit, these attitudes, values, and inclinations are dimensions of one’s personality that relate
to how likely a person is to approach problem identification and problem solving by using reasoning (Giancarlo & Blohm, 2004: 349).

The experts were persuaded that critical thinking is a pervasive and purposeful human phenomenon. The ideal critical thinker can be characterized not merely by her or his cognitive skills but also by how she or he approaches life and living in general. This is a bold claim. Critical thinking goes way beyond the classroom. Critical thinking came before schooling was ever invented, it lies at the very roots of civilization. The approaches to life and living which characterize critical thinking include:

1. inquisitiveness with regard to a wide range of issues,
2. concern to become and remain well-informed,
3. alertness to opportunities to use critical thinking,
4. trust in the processes of reasoned inquiry,
5. self-confidence in one’s own abilities to reason,
6. open-mindedness regarding divergent world views,
7. flexibility in considering alternatives and opinions,
8. understanding of the opinions of other people,
9. fair-mindedness in appraising reasoning,
10. honesty in facing one’s own biases, prejudices, stereotypes, or egocentric tendencies
11. prudence in suspending, making or altering judgments,
12. Willingness to reconsider and revise views where honest reflection suggests that change is warranted.

The experts said it can be found these sorts of characteristics:

1. clarity in stating the question or concern,
2. orderliness in working with complexity,
3. diligence in seeking relevant information,
4. reasonableness in selecting and applying criteria,
5. care in focusing attention on the concern at hand,
6. persistence though difficulties are encountered,
7. precision to the degree permitted by the subject and the circumstances.

(Taken from Critical Thinking: What It is and why it Counts by Peter A. Facione, 2007: 10).

The first criteria is that critical thinking must be reasonable as opposed to arbitrary or unreasonable. It must rely on the use of valid supporting evidence and appropriate inference from which, in general, the best conclusions are drawn. Secondly, critical thinkers must be reflective. They must consciously evaluate their own and others’ thinking in an effort to improve it. Third, critical thinking is focused thinking. It is thinking with a purpose. That purpose is to make the best decision about what to believe or do.

Tables 2.10 provides a further breakdown of the disposition components and reason assessment skills of critical thinking.
Table 2.10. Critical Thinking Dispositions

Critical Thinkers:

1. Seek a statement of the thesis or question
2. Seek reasons
3. Try to be well informed
4. Use credible sources and mention them
5. Take into account the total situation Keep their thinking relevant to the main point
6. Keep in mind the original or most basic concern
7. Look for alternatives
8. Are open minded and seriously consider points of view other than their own; reason from starting points with which they disagree without letting disagreement interfere with their reasoning
9. Take a position and change a position when evidence and reasons are sufficient to do so

Critical Thinkers:

1. Seek as much precision as the subject permits
2. Deal in an orderly manner with parts of a complex whole Employ their critical thinking abilities
3. Are sensitive to the feelings, level of knowledge, and degree of sophistication of others

Table 2.11. Critical Thinking Reason Assessment Skills

<table>
<thead>
<tr>
<th>Elementary Clarification</th>
<th>Focusing on a question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyzing arguments</td>
</tr>
<tr>
<td></td>
<td>Asking/answering questions that clarify &amp; challenge</td>
</tr>
</tbody>
</table>
### Basic Support
- Judging the credibility of a source
- Making & judging observations

### Inference
- Making & judging deductions
- Making & judging inductions
- Making & judging value judgments

### Advanced Clarification
- Defining terms & judging definitions
- Identifying assumptions

### Strategies & Tactics
- Deciding on an action
- Interacting with others


### 3. Teaching Critical Thinking

In one of his papers entitled, “A Concept of Critical Thinking,” Ennis identified twelve general aspects of critical thinking that he claims are both teachable and transferable. This initial list has been added to and has evolved into the lists of “dispositions” and “abilities” previously shown in Tables 2.10 & 2.11. One of the basic premises behind such inventories is that identifying the components of critical thinking constitutes a major step towards teaching people to become critical thinkers. Once learned these aspects of critical thinking can be transferred to any other domain, given adequate knowledge of the subject area in question.

In connection with Halpern’s definition on critical thinking, a four-part model of teaching critical thinking skills and strategies that transfer to novel contexts is provided. Halpern’s model synthesizes well current thinking in the domains of motivation theory, cognitive psychology, and educational psychology.
The model focuses on (1) dispositions, (2) skills, (3) structure training, and (4) metacognitive monitoring.

The first component of the four-part model, dispositions or attitudes, includes:

a. willingness to engage in and persist at a complex task,
b. habitual use of plans and the suppression of impulse activity,
c. flexibility or open-mindedness,
d. willingness to abandon nonproductive strategies in an attempt to self-correct, and,
e. an awareness of the social realities that need to be overcome so that thoughts can become actions.

Second, critical thinking training should also focus on the relevant skills, such as:

(a) verbal reasoning
(b) argument analysis
(c) thinking as hypothesis testing
(d) likelihood and uncertainty
(e) decision-making and problem-solving

Third, focusing on structural (versus surface) characteristics of arguments is an important determinant of the generalizability of critical thinking skills and dispositions. This is because, to use critical thinking skills, one must first recognize that they are necessary. If one learns to react to surface characteristics,
these become the cues that facilitate retrieval of critical thinking skills and knowledge. Thus, if the only examples used in training all have the same surface characteristics (e.g., if they are all on the topic of abortion), then novel situations may not contain sufficient cues for students to retrieve and use their critical thinking skills and knowledge. By contrast, if one learns to react to the structural features of an argument, these can then become the retrieval cues, allowing the skills and knowledge to transfer to novel situations. Thus, students need spaced practice with examples containing different surface features, and corrective feedback, to develop the habit of spontaneously noticing. (Halpern, 1998, Hakel and Halpern, 2005 as cited from Gillespie: 2005: 5).

Finally, the fourth part of Halpern’s model is metacognitive monitoring. Note that this is not entirely different from dispositions and attitudes of a critical thinker, nor from critical thinking skills. Metacognition as a concept is essentially “what we know about what we know”. Critical thinking requires active mental engagement. Metacognitive monitoring is the process of monitoring one’s own mental processes and strategies while working on a problem or evaluating an argument.

Ennis on www.criticalthinking.net also gives suggestion on teaching critical thinking like:

1. Throughout, emphasize alertness for alternatives (alternative hypotheses, conclusions, explanations, sources of evidence, points of view, and plans).
2. Emphasize seeking reasons and evidence. Frequently ask "Why?" in a non-threatening way, when you agree with them as well as when you don't -- and of course when you are unsure yourself -- or are trying to find out what they mean. Another good question is, "Would you say a little more about that?" "Why?" is sometimes threatening, though it is the most concise way to get out the reasons.

3. Emphasize their seeing things from others' points of view and being open minded -- that is willing to reconsider, should other reasons and evidence appear.

4. Students do not need to become subject matter experts before they can start to learn to think critically in a subject. These things can proceed together, each helping the other. Students will learn best the subject matter they use. But ultimately, of course, familiarity with the subject and situation calling for critical thinking is essential for critical thinking.

5. Ask students to discuss questions (in the subject area) to which you do not know the answer, or that are controversial.

6. Give them time to think about it. If you wait long enough, someone will offer an answer.

7. Label that answer with the student's name, so that the student receives attention and assumes some responsibility. Write the statement on the board (Don't worry about this wasting time. it gives students a chance to think about

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it). Encourage them to speak to each other's positions, giving reasons. Again give wait time.

8. Get them to write down their positions, giving reasons to support what they think, showing awareness of opposing positions and the weaknesses of their own positions. Limit: two or three pages.

9. Get them to read each other's, making suggestions. Then get them to revise.

10. Seek other devices to get them to revise their papers. Then you read them.

11. Provide a set of criteria for judging their written position papers. I have enclosed a copy of a set I developed (two versions, one is text only).

12. Try to transfer responsibility for the above to them -- for them to use in other situations.

13. Be ready to postpone an assignment, if the previous assignment is not understood. Your worst enemy is trying to cover too much too fast.

4. The Relationship between Critical Thinking and Literacy (Reading and Writing)

The relationship between CT and literacy has been taken up by many writers; one of them is Fisher. He states:

Literacy, the ability to read and write, encourages a more abstract form of thinking, it brings greater precision to the definition of terms, and it allows us to refer back, to think about our thinking, to weigh arguments, to supplement memory… to communicate with others, and to learn in autonomous ways. No wonder such a powerful form of intelligence provides the key to success in school and beyond (1990: 5).
While Hammond and Macken-Horarik make the point forcefully:

Systematic discussion of language choices in text construction and the development of metalanguage—that is, of functional ways of talking and thinking about language-facilitates critical analysis. It helps students see written texts as constructs that can be discussed in quite precise and explicit ways and that can be therefore be analyzed, compared, criticized, deconstructed and reconstructed (cited in Hyland, 2007: 42).

In science, journal articles are argumentative to the extent that each writer’s conclusions constitute the writer’s thesis and his or her research evidence constitutes the support. In history, critical thinking involves weighing conflicting evidence and views from different sources, formulating a point of view about the weight of the evidence, and presenting this point of view persuasively—in other words, making an argument. Literary criticism is “argumentative in its purposeful support of claims and in its attempt to gain its audience’s adherence” (Fahnestock & Secor, 1991: 78 cited on Stuart S. Yeh from http://er.aera.net).

Applied in ESL/EFL contexts, critical reading and writing can imply “a careful, active, reflective and analytic reading and writing in ESL or EFL” (Kabilan Bin Abdullah, 2000 on http://www.eltnewsletter.com).

Critical ESL/EFL learners are then learners who are able to carefully and deliberately determine whether to accept, reject, or suspend judgment about a claim, to try to advance their knowledge by trying to see an issue from various perspectives and to assess their thinking with standards in ESL or EFL. Moreover, in reading and writing that can guide to Critical Thinking, the theory of CT to some extent shares with SFL text analysis as applied in the GBA, in that it starts
with the organization, the author’s purpose, then to the elements of the texts and how each element works, as Browne and Keeley (1986 cited in Emilia, 2005: 29) proposed.

C. Related Research

This issue on the implementation of Genre-Based Approach in the teaching and learning of English has been carried by Getreda Yosmi Oematan with the research title “The Implementation of Genre-Based Approach in The Teaching of English at SMA Negeri 1 Surakarta (Naturalistic Study in 2007)”. The study describes the implementation of GBA in the process of teaching English in SMA Negeri 1 Surakarta, Central Java, identifies English teachers perception on GBA as an approach in teaching English as foreign language, identifies the difficulties faced by the teachers in implementing GBA in the process of teaching English. The study also describes the way teachers overcome these difficulties and the way they acquire, develop the knowledge on GBA (Oematan, 2008: 9). The Study concludes based on the description of the implementing of GBA to the teaching of English at SMA Negri 1 Surakarta upon the sixth dimension of the research. There are difficulties faced by the teachers because the teachers should have extra competency to prepare the teaching and learning activities, while the students have different competency, lack of vocabularies to construct a short text, the English grammar and the limit of time.
for the students to do the tasks but still the GBA contribute to development to the teaching of English subject for both the teachers and students proficiency.

The similarity between the study done by Yosmi Oematan and the writer is both use qualitative research design in the form of naturalistic inquiry, both try to capture and describe the implementation on GBA in SMA Negeri in Central Java, but the difference lies on the aspect being study in particular whereas the writer tries to grasp the indicators of critical thinking elements that reveals in the teaching learning English using GBA.

Another research is done by Emi Emilia, with the title “A Critical Genre Approach to Teaching Academic Writing in A Tertiary EFL Context in Indonesia”, Deakin University, Melbourne 2005. This dissertation reports on the effectiveness of using a critical genre-based approach (GBA) in teaching academic English writing to student teachers who were learning English as a foreign language in a state university, West Java, Indonesia. The model of the GBA was distinctive in that it sought to synthesize principles from other theories, to do with critical thinking, critical pedagogy, and critical literacy. The study employed a qualitative research design, embracing characteristics of a case study and to some extent a program evaluation. The data were obtained from several sources, including a questionnaire prior to an 11 week teaching program; classroom observations by the writer and her colleague, collection of samples of students’ texts in various stages of the teaching program, which were then analysed using systemic functional grammar (SFG), students’ journals written
after each teaching session; and two stages of interviews with the student participants, immediately after the program and eight months after the program.

The findings revealed that despite some limitations, the teaching program was successful in many ways in the Indonesian EFL tertiary teaching context. Most significantly, the students’ argumentative writing skills in English improved in that they achieved enhanced control of the target argumentative genre, at greater length, with clear schematic structure and improved use of evidence and information in support of their arguments, using various linguistic resources, which also indicates their development in critical thinking and critical literacy. Moreover, data from classroom observations, students’ journals and interviews showed that the students were aware of having made progress in terms of metalanguage for discussing critical reading and writing; a good grasp of those critical thinking dispositions, abilities and skills taught in the program; and enhanced awareness of the values of class dialogue, a democratic atmosphere, and the different roles of the teacher which allowed them to actively participate in their learning.

There are some similarities between Emilia’s study and the writer’s, both studies are qualitative research, and talk about Genre-Based Approach to do with critical thinking, but the differences are in the form of research design, in this research, the writer conducts it in a naturalistic study, so it is not necessarily to hold a various stage of teaching program, she only intended to describe the already ongoing implementation of GBA. Emilia reports on the effectiveness of
using a critical genre-based approach (GBA) in teaching academic English writing to student teachers who were learning English as a foreign language in a state university and critical thinking dispositions, abilities and skills were taught in the program. The purpose of Emilia’s study is to identify and describe the effectiveness and values of a teaching program in helping to promote students’ argumentative writing skills and critical capacities (in terms of CT and CL) in a tertiary EFL Indonesian context, while the writer did not limit the research on the teaching of English academic writing, but to see how the already implemented GBA affected high school students’ critical thinking, and pictured the phenomena in all the activities, designs and strategies used in the teaching learning English particularly in SMA Negeri 1 Karanganyar (secondary level of education in Indonesia).
CHAPTER III

METHODOLOGY

A. Research Design

Relevant to the purpose and research question, a qualitative study was chosen due to the fact that it embraces characteristics of several research methods. And it can be employed in order to get deep understanding about the implementation of GBA in promoting students’ critical thinking. The writer used qualitative research in the form of naturalistic method. The reason why the writer used this method is that qualitative method is based on natural setting; the study should be conducted under the most natural conditions possible. The inquirer should be as unobtrusive as possible so participants are acting essentially as they would if the inquirer were simply another participant in the setting and not also conducting inquiry.

The use of a qualitative approach in this study refers to some theories that in line with the aim of the research. According to Wiersma, qualitative research investigates the complex phenomena experienced by the participants by examining people's words and actions in descriptive ways. Qualitative research uses the writer as the data collection instrument and employs inductive analysis. The writer operates in a natural setting (Wiersma, 1995 on asian-efl-
Also, McDonough and McDonough (1997: 53) say that qualitative research usually gathers observations, interviews, field data records, questionnaires, transcripts, and so on.

Qualitative research is defined as research devoted to developing an understanding of human systems, be they small, such as a technology-using teacher and his or her students and classroom, or large, such as a cultural system. It is conducted in a natural setting, without intentionally manipulating the environment. It typically involves highly detailed rich descriptions of human behaviors and opinions. The perspective is that humans construct their own reality, and an understanding of what they do may be based on why they believe they do it. The writer attempts to be open to the subjects' perceptions of "what is"; that is, researchers are bound by the values and world views of the subjects. In qualitative research, it is not necessarily assumed that the findings of one study may be generalized easily to other settings. There is a concern for the uniqueness of a particular setting and participants. All the characteristic is according to the writer is perfect to use on this research.

Natural setting means the classroom in SMA Negeri 1 Karanganyar grade XI where the teaching and learning take place and entity context means the process of teaching and learning English in GBA has already worked.

Another reason to use qualitative research is based on the aims of this study to investigate the implementation of GBA in the teaching of English in
SMA Negeri 1 Karanganyar, to know how far this approach can increase and stimulate students’ critical thinking.

**B. Setting**

The research took place at the SMA Negeri 1 Karanganyar, Solo, Central Java, Indonesia with the object research Eleven Grades students. This research site was chosen for several reasons. First of all, the writer hoped to get access easily to the research site since that she lives in Karanganyar, and thus to increase feasibility of the study. The competence of the teachers on GBA teaching learning activities in SMA Negri 1 Karanganyar is considered to be appropriate to help conducting the research owing to the fact that this school always in the highest rank for its academic achievement in Karanganyar, this has been proven by their success in winning several competition, among them is Karanganyar High School English Debating contest. This fact considered to be one good reference from SMA Negri 1 in developing students’ English skill and critical thinking.

Additionally, it is common knowledge in Karanganyar region that the best school in town is SMA N 1 due to the students’ background and quality. Those who learn in the school that located in AW Monginsidi street number 3, Karanganyar, Solo, come from good senior high school whose competencies regarded to be adequate enough to pass SMA N 1’s passing grade.

Researcher’s unfamiliarity with the situation in the research site, let alone with the participants, was expected to lead to a more natural conduct of research,
in the context that normally occurs and to maintain objectivity. This accordingly was aimed at avoiding any students’ unnatural behavior performance, despite their awareness of the study and the fact that the class was set up for the purpose of research.

The research was carried out based on the following time allotment.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August - October 2008</td>
<td>Designing the proposal and getting the approval</td>
</tr>
<tr>
<td>September – October 2008</td>
<td>Presenting the proposal seminar</td>
</tr>
<tr>
<td>January – April 2009</td>
<td>Observing, collecting data and analyzing the data.</td>
</tr>
<tr>
<td>March – May 2009</td>
<td>Reporting the observation</td>
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<tr>
<td>May 2009</td>
<td>Having the seminar of the research report</td>
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<tr>
<td>June 2009</td>
<td>Revising the research report</td>
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<tr>
<td>June 2009</td>
<td>Submitting the research report</td>
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C. Source of the Data and Data

The data were collected in the form of information based on the implementation of Genre-Based Approach in the teaching and learning of English
in SMA N 1 Karanganyar. The data was taken from three kinds of sources, those are:

1. The activity: the process of English teaching and learning using Genre-Based Approach. The activities were taken as data were the English instructional process in class XI IPA 3 and XI IPS 3.

2. Informants: the individuals involved and participating in the process of teaching and learning of English using Genre-Based Approach. Those informants were the English teachers and the students in SMA Negeri 1 Karanganyar.

3. Documents: the written information related to the Genre-Based Approach in the teaching and learning of English. The documents the were used as the sources in this research were the syllabus of XI grade semester 2 and XII grade semester 1, the Students’ English Exercise Books XI-B and XII-A, students Hortatory Exposition texts and the other related documents. It is equipped by records and photographs.

D. Data Collection

Based on the resources of the data, the instrument of data collection are in the form of:

1. Observation

According to Hoepfl (2006: 1) the classic form of data in naturalistic or filed research is observation of participant in the context of a natural setting.
Observational data are used for the purpose of description of setting, activities, people and meaning of what is observed from the perspective of the participants.

Observation focused on the process of teaching and learning activity using GBA. In the observation, the writer goes behind the process of teaching and learning of English from beginning to the end of the activities. Here, the teacher and the students’ activities are examined deeply. Observation lead to deeper understanding, because it provides a knowledge of the context in which the event occur, and it enable the writer to see that the participants themselves are not aware of, or that they are unwilling to discuss (Paton in Hoepfl, 2007: 2).

Observation also maximizes the inquirer’s ability to grasp motives, beliefs, concerns, interest unconscious behaviors, customs and the like; the observations allows the inquirer to see the world as his subject see it, to live in their time frame, to capture the phenomenon in and on its own terms and to grasp the culture in its own natural, ongoing environment; observation provides the inquirer with access to the emotional reactions of the group introspectively –that is, in real sense it permits the observer to use himself as a data source; and observation allows the observer to build on tacit knowledge, both his own and that of members of the group (Lincoln & Guba in Lincoln & Guba, 1985: 273).

The observation in this study was conducted in the processes of the English teaching and learning using Genre-Based Approach, particularly in Hortatory Exposition. Here, the writer goes behind the the process of the teaching and learning of English from the beginning to the end of the activities. Here, the
teachers and students’ activities are examined deeply. Observation lead to deeper understanding, because it provides a knowledge of the context in which the event occur, and it enable the writer to see the things that the participants themselves are not aware of, or that they are unwilling to discuss (Patton in Hoepfl, 2007: 2).

2. Interview

An interview as Dexter has suggested in Lincoln and Guba (1985: 268), is a conversation with a purpose. The purpose for doing an interview include, among others, obtaining here and now constructions of persons, events, activities organizations, feelings, motivations, claims, concern and other entities; reconstruction of such entities as experienced information (construction, reconstruction, or projections) obtained from other resources, human, non-human (triangulation) and verification, emendation and extension of constructions developed by the inquirer (member checking).

The interviews were conducted with the participants of English teaching using Genre-Based Approach, they were the English teachers and students. The interviewees were taken as sample from population by implementing purposive sampling technique. The teachers as the interviewees were the English teachers involved in the observations. The English teachers chosen were those who teach Hortatory Exposition and Discussion Genre. The students were 2 students from XI Science program 1, 2 student from XI Science program 3, one of them is the member of debate team in debating competition in Karanganyar, and 2 students of
XII Science program 3. The students were recommended by the teachers based on their good English competence.

3. Documentation

There are many reasons the writer use the documentation as the data source, first of all, it always available on low cost. Second, they are stable source of information both in the sense that they may accurately reflect situation that occurred at some time in the past and they can be analyzed and reanalyzed without undergoing changes in the interim. Third, they are rich source of information, contextually relevant and grounded in the context they represent. Fourth and the last, they are legally unassailable and unlike human respondent, nonreactive (Lincoln & Guba, 1985: 276-277).

The analyses of document were focused on the chosen documents related to the English teaching using Genre-Based Approach, include the syllabus of XI grade semester 2 and XII grade semester 1, the Students’ English Exercise Books XI-B and XII-A, students Hortatory Exposition texts and the other related documents. The aim was to contribute the data observation and data interview.

D. Trustworthiness

According to Lincoln & Guba (1985: 290), the basic issue to trustworthiness is: How can an inquirer persuade his or her audiences (including self) that the findings of inquiry are worth paying attention to, worth taking
account of? What argument can be mounted, what criteria invoked, what questions asked, that would be persuasive on the issue?

In this research, there were four criterions used as the techniques of trustworthiness inquiry. They are: credibility, transferability, dependability and conformability (Lincoln & Guba, 1985: 301-317). In credibility, the writer use to seek out the compability between the constructed realities that exists in the minds of inquiry’s respondents and those that are attributed to them. Transferability is the extent, to which the finding can be applied in other context or with other respondents. Dependability: an inquiry must provide its audience with evidence that if it were replicated with the same or similar respondents (subjects) in the same (similar) context, its finding would be repeated. Confirmibility: that is the degree to which the findings are the product of the focus of the inquiry and not of the biases of researcher (http://www.gifted.uconn.edu). Therefore, the information collected in the field had been observed its credibility before the writer used them as the data. Consequently, the data collected in this study was credible and could be used as the consideration in drawing the conclusion.

In order to obtain credible data in this study, some techniques were used to observe the data credibility. Those were: firstly, lengthening the participation, by lengthening the participation, the writer came to the classroom that applied Genre-Based Approach in the English teaching and learning, especially in the teaching of Hortatory Exposition. The classroom was the XI IPA Science program 3 that was taught by teacher EN. Secondly, the detail research was
conducted by observing the documents consist of syllabus of XI grade semester 2 and XII grade semester 1, the Students’ English Exercise Books XI-B and XII-A, students Hortatory Exposition texts. Thirdly, depth interview was performed by conducting the interview to the English teachers who teach Hortatory Exposition and Discussion Genre.

E. Technique of Data Analysis

In analyzing data, the writer use Constant Comparative Method. This technique used to compare events that will happen in the field continuously (Galser and Straus in Lincoln & Guba, 1985: 339). The constant comparative method is described as comparing different people in the study, comparing data from the same individuals with themselves at different points in time, comparing incident with incident, and comparing data across categories (Glaser & Strauss, 1967). Steps in conducting a “constant comparative method” are:

1. Comparing incident applicable to each category. In this step/stage, the research did two activities, such as: coding and comment based on the note; to construct categories, the data was first broken down into bits of information-units of data. Merriam (1998 on www.angelfire.com) defines a unit of data as any meaningful (or potentially meaningful) segments of data, which can be as small as a word an informant use to describe a feeling, or as large as several pages of field notes. According to Lincoln & Guba (1985), a unit must meet two criteria. First, it should be heuristic - that is, the unit should reveal
information relevant to the study and stimulate the reader to think beyond the particular bit of information. Second, the unit should be 'the smallest piece of information about something that can stand by itself - that is, it must be interpretable in the absence of any additional information other than a broad understanding of the context in which the inquiry is carried out. The names of categories can come from at least three sources: the writer, the informants, or sources outside the study such as the literature. The most common situation is when the writer comes up with terms, concepts and categories that reflect what he or she sees in the data. In this step, the writer compared the incidents to each category, in other words, it can be said that the writer gave the label to the findings based on each category.

2. Integrating categories and their properties. This step/stages started with comparing incident with other incident classified in to the same categories to compare the incident to the primitive version of rules (properties) describing the category. The writer integrated the categories and their properties, in this step, the category must be very clear.

3. Delimiting the theory, delimiting begin to occur at the level of the theory or construction, because fewer and fewer modification will be required as more and more data processed. In this step, the writer delimited the theory based on the findings on the fields.

4. Writing the theory. In this last step, the writer wrote the theory that was based on the real fact.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter explores the findings and the discussion in relation the problem statement as mentioned on chapter I. This finding is divided into two mains parts. The first part is the description of the implementation of GBA. The second is the implementation of GBA and its effect on promoting students’ critical thinking.

A. Research Findings

1. The Implementation of Genre-Based Approach in the Teaching of English in SMA Negeri 1 Karanganyar

The description of the implementation of GBA are based on the five dimensions: (a) The teaching and learning objectives; (b) model of syllabus; (c) strategies and procedures of teaching and learning activities; (d) the students’ role; and (e) teachers’ role in teaching and learning activities.

a. The Teaching and Learning Objectives.

Based on the research findings, the objectives of the teaching and learning of English in SMA Negri 1 Karanganyar has coped the ideas of objectives and
has been related to the aim of GBA as the heir of Communicative Competence and also was designed to achieve the standard competency and base competency stated in the curriculum. The English teachers in SMA Negri 1 Karanganyar stated that the objectives of the teaching of English using GBA are to enable students to understand and differentiate the text type. The objectives mentioned by the teachers closely related to the aims stated in the KTSP curriculum which is to provide the senior high school to understand different types of text (transactional and interpersonal) in written and spoken form of English. Additionally, the students are expected to be able to communicate in their daily life, not only in social context but also in cultural context. This aim is also clearly stated in the book used as source of the teaching and learning activities, Developing English Competencies for Grade XII of Nature and Social Science Program, which is designed by Pusat Perbukuan DEPDIKNAS. It stated that it facilitates the students of Senior High School to communicate in English according to the context of the language use (Doddy&Sugeng 2008: iv).

Based on the interviews with the teachers, all the teachers agree that the objectives of the teaching of English at SMA Negeri 1 Karanganyar is to enable the students to understand various kinds of texts in Genre pedagogy. The process of understanding the texts enables the students to understand the text’s content and its functions or social purposes, as stated by Teacher YY that: “tujuan utama GBA adalah membuat siswa memahami is teks dengan konteksnya, selain itu memahami teks itu fungsinya seperti apa dalam penyampaiannya”. The statement
in line with the aims of the teaching of English as stated on the “Kurikulum Tingkat Satuan Pendidikan (KTSP)” that is enable students to:

1. develop interactional competence in written and spoken form
2. have awareness of the importance of English to compete
3. develop the student’s understanding about the connectivity between language and culture.

To make the aims easy to achieve, the English teachers in SMA Negeri 1 Karanganyar try to implement GBA by introducing various texts and help the students to understand them.

The objectives of the teaching of English in senior high school on KTSP curriculum known as “Standar Kompetensi” (Competence Standard) and “Kompetensi Dasar” (Base Competence). The Competence Standard and Base Competence are references for teachers to conduct or plan the teaching and learning programs or “silabus” and “Rencana Pelaksanaan Pembelajaran (RPP)”.

KTSP curriculum describes the Standard of Competence and Base Competency of the four language skills in the teaching of English as follows:

a) Listening, the students understand: a) the meaning in a transactional and interpersonal conversations; b) the meaning of short functional text and simple monolog text.

b) Reading, the students understand the meaning of short written functional text and simple essay
c) Speaking, the students explore: a) the meaning in a transactional and interpersonal conversation; b) the meaning of short functional text and simple monolog text.

d) Writing, the students explore the meaning in short functional written text and simple essay.

The description above gives the teachers the complete picture on how to plan/prepare the teaching and learning activities and set achievement indicators clearly in the syllabus in order to gain the desirable objectives.

b. The Model of Syllabus

“Perangkat Pembelajaran” was observed on the documentation study and the result shows that the syllabus in the teaching of English in SMA Negeri 1 Karanganyar is based on the KTSP curriculum. The model of syllabus is a “genres-based syllabus” which is an integrated syllabus, it is arranged together by MGMP (Musyawarah Guru Mata Pelajaran Bahasa Inggris) in Karanganyar, as stated by Teacher YY, but she added one additional material to complete the syllabus based on the needs of her class. The syllabus has been carefully designed to meet students’ expectation in learning English as foreign language and surely regarded “Petunjuk Teknis Pengembangan Silabus Mata Pelajaran Bahasa Inggris” or “Technical Guide of English Syllabus Development”. The steps in designing the syllabus as follows: 1) Identification of Competence standard and Basic Competence, and mapping the teaching and learning items; 2) Mapping of
Competence Standard and Basic Competence; 3) Developing Indicators; 4) Developing material of the teaching learning; 5) Specify the teaching and learning activities; 6) Specify the evaluation; 7) Specify the time allocation; 8) Source of tools and material.

The syllabus consists of components of text types in genre pedagogy, such as grammar, vocabularies, hence is a type of skills syllabus, the one which covers the four language skills: listening, speaking, reading and writing. The aim is to develop students’ competence in phonological/graphological and lexicogrammatical levels, as well as their discourse and cultural levels.

The lesson plan (RPP) is a development of the syllabus; it is organized as integrated sequence of activities around a text type being discussed. At the end of the lessons students are expected to achieve the information level of literacy, i.e. to be able to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes but also for accessing information in this information age. Furthermore, they are expected to be able to create English text types in various contexts and adjust themselves to new communication demands.

The goal and indicators are clearly stated in the syllabus, but in reality both teacher EN and YY implement it after they make some modifications. Basically, the reason of the modification is concerning students’ language skills level. As teacher YY stated, "Silabus sesuai dengan yang disusun oleh MGMP tapi ada modifikasi terkait dengan kemampuan siswa". Coincide with the
statement of teacher EN, she said, “saya mengikuti silabus secara garis besar saja, setiap guru berkreasi sendiri, pengembangan di kelas saya sesuaikan dengan kondisi siswa di tiap kelas.”

Based on the observation, the English teachers in SMA Negri 1 Karanganyar use the model of syllabus that is suggested by “Depdiknas” which is text based syllabus. This syllabus consists of cycles that used in the curriculum and applied in classroom by the teachers in SMA Negri 1 Karanganyar, and the teachers has also explicitly worked on this form of syllabus which they arranged in Perangkat Pembelajaran. The syllabus helped the teachers in the teaching and learning of English, especially when they designed the classroom activities included in the lesson plan (Rencana Persiapan Pembelajaran).

Since the syllabus is also enclosed the teaching of English language skill, such as reading, writing, listening and speaking, the syllabus can be regarded as a Skill Syllabus that is the one that organized around the different underlying abilities that are involved in using language for purposes.

A teacher commented that as the English teacher, even though she believed that Depdiknas has best interests upon the English education in Indonesia to set the desirable goal and indicators which, she also believed, must have been through deep and well considerations, there is one advantage of using GBA taken by the teachers that is ensure that course objectives and content derived from students’ needs, means that GBA offers a principled way of determining the content and organization of a writing course by basing instruction
on the typical patterns and choices available to students in the text they will need to write. The flexibility of using GBA allows teachers to decided to follow only the guide lines of the syllabus, they then elaborated by making improvements based on the student’s competencies.

c. Strategies and Procedures of the Teaching and Learning

1) Strategies

Learning strategies is as specific actions taken by learner to make learning easier, faster, more enjoyable, more self directed, and more transferable to new situation. Based on the observation, the English teachers in SMA Negri 1 Karanganyar use and apply different strategies in the process of teaching and learning activities. Teacher’s perspective in using individualistic strategies and the reason to apply certain strategies closely related to the topic and text types to teach is inline with the notions above. The strategies are proven to be effective in attracting students’ interests.

Since the most potential genres that can promote students’ critical thinking are argumentative genre, in this case Hortatory Exposition and Discussion Genre, hence the observation was focused on strategies upon these genres. Hortatory Exposition (HE) which is taught in XI grade is an argumentative writing whose communicative purpose is to persuade the readers and listeners that something should or should not be the case. Its generic structure consists of thesis (announcement of issue of concern), arguments (reason fro concern, leading to
recommendation) and recommendation (statement of what should or should not be done) and as its linguistic features, the text focus on generic human and non human participant except for speaker or writer referring to self. The other language features are; the use of mental processes (to state what writer thinks or feels about issue), the material processes (to state what happen), the use of relational processes (to state what is or should be treated) and the use of simple present tense (English Exercise Book XI-B, 2008:19-20). According teachers who teach this type of genre (HE), the strategies used in her classroom is firstly introduces new words, attract students’ attention by proposing an interesting issues, invite students to give their opinion, set discussion based on the issue by asking students to stand on two sides according to their beliefs and thoughts.

According to Teacher EN, strategies to teach hortatory exposition in second grade, start by attracting students’ attention by giving an issue in modeling text, ask them to give their opinion on the issue, set a discussion and let the students debate defending their opinion by seeking arguments. In line with the teacher YY, she also uses this strategy to invite students’ participation in learning the hortatory exposition, she said, “Anak saya ajak untuk berpendapat terhadap sebuah isu atau kasus, baru mereka memperdebatkan isu tersebut”, still in line with teacher YY and EN, but teacher ED who teaches discussion genre in the third grade applies the strategies a little different. Before she asks the students to discuss an issue, she arranges a role play. For example, a student has to act as a lawyer, another student as a public prosecutor or district attorney. They pretend to
have a discussion upon a case, both acts as if they defend their opinion and arguments in a trial. Another example, the setting of the role play is a teacher forum where a students is about to receive the decision whether he can continue the next grade or stay in his old class. Some students play teachers who want the students to stay in the same grade, the others play those who recommend the student to go on to the next grade, each side presents arguments in discussion.

Beside the role play, the third grade also practicing debate as activity in teaching learning Discussion genre, this activity is presented in the students’ work sheets or English Exercise Book XII-A (LKS untuk kelas XII semester I Tahun Ajaran 2008/2009). The debate adopts the Australian Parliament model. There are two teams: Affirmative team and Negative teams, there are also 3 Adjudicators, Moderator and time keeper. Each participants actively involved with their duties describes as: (1) Moderator: opens the debate, introduces the participants (both teams), collects and checks the adjudication, counts and sums up the adjudication (ask the adjudication to give oral adjudication if necessary), announces the winner and close the debate. (2) Time keeper: tells the speaker about time limitation, give sign if the time for speaking is over, announces to the floor if the time for debate is over. (3) Adjudicators: tell the common errors done by the contestants, give the adjudication. (4) Affirmative team (it is usually called as the government team): defines the statements being proposed (the motion), gives supporting arguments for the motion proposed. (5) Negative team: rejects the motion proposed by the affirmative team, give supporting arguments against the issue, asks the
affirmative team to propose new arguments if the issue presented before is not accurate. Time Allocation in debate divided to: primary speech 7’ for each member of the team and reply speech 5’ for each member of the team.

The topic offered in the *LKS* is ‘Living in A City’, the teacher choose students to act as each of the participants role. The affirmative defines the statement (motion) being proposed: “City is a place which all happiness exist because there is…, after defining the motion they give supporting arguments for the case, “Living in the city can be best choice if…” In turn the negative team rejects the motion defined by the affirmative team, “I think the reasons given by the affirmative team about the advantages of living in the city are incorrect because …” then they continue give the arguments against the issues. Other topics offered are: Should students bring the cellular phone to school? The use of nuclear energy for generating electricity in Indonesia, Is it better go to school by bicycle on foot than motorcycle? Should students watch TV at 7 to 9 in the evening?

To follow up this activity in class, Department of National Education (DIKNAS) in Karanganyar has held three times a debate competition among high schools in Karanganyar. The goal is increasing the students’ English language skills, since by conducting debate students are required: firstly, to understand the motion or the statements being discussed, this refreshes and develops their knowledge about the topic, increasing their awareness of current issues in society. The way they present arguments is a media to measure the quality of their
knowledge. Secondly, students are required to listen carefully to opposite team’s arguments in order to understand their points. This exercises students’ listening ability. And when they present the arguments, it is considered a very good method to increase their speaking ability, including the pronunciation, vocabularies, grammar and their flow of thinking. The spirit of competition is an effective method to motivate the students showing their best performance, especially to win the debate and get the reward (usually consists of a trophy, certificate and some amount of money). SMA Negeri 1 Karanganyar has won all the competition since it was firstly held in 2006, 2007 and the last one that was held on December, the 23rd 2008.

This activity aimed to engage students in extended discussion about issues, which is a very effective means for developing the Critical Thinking (CT) dispositions and the CT strategies and tactics and to encourage them to have diverse opinions without fear of being judged wrong. In this discussion students were encouraged to speak in English and to allow them to practice English, as there is a belief among ESL (EFL) students that they should use their English as much as possible in an ESL (EFL) setting. The teacher did not make any corrections if students made grammatical mistakes, and when they found difficulty in expressing ideas in English, they were allowed to speak mixed Indonesian-English. This aimed to allow students to express ideas without taking risk of being judged wrong in terms of English as well as ideas.
The strategies is proven to be effective as a mean to attract students’ attention and increasing their participation so they would actively involve in the teaching and learning activities specially when the issue being discussed is very challenging and intriguing, the students are motivated to speak up their opinions and eagerly express them on the written text. As the teacher YY said, “Sebenarnya tingkat keresponan itu bisa dilihat dari antusiasme siswa menanggapi sebuah kasus, terlebih ketika kasus yang diangkat menarik, mereka lebih aktif dalam bicara dan menuangkan ide dalam tulisan”. While teacher ED pointed out that student give good responses whenever they are given an interesting issue, an issue that carries English cultural knowledge. Even more, their curiosity arises concerning the issues that cause certain polemic in society. She said, “Judul yang menggelitik sangat menarik anak2, contoh ketika kita membahas isu aborsi. Ada data aborsi dari lembaga penelitian, apa pendapatnya, meminta siswa menganalisa, ada kesempatan untuk memberi pemahaman budaya (culture awareness), terutama budaya negara barat, dan wawasan yang lainnya”.

Teacher EN in someway applies different strategies. In her second grade class, in the teaching of analytical exposition, she asked the students to find advertisements in newspaper that contains persuasive text; the task was assign for analytical exposition. She said,”Saya menyuruh anak untuk mencari iklan yang ada unsur analytical-nya atau membujuk”. By doing this task, the students was meant to understand examples of persuasive text, furthermore they were required to analyze the ways advertisements’ writer presents arguments and evidence to
support the thesis being presented, in this stage the students expected to see how exactly the strategies to persuade people.

2) Procedures

The observation on the teaching and learning activities reveals several findings. First, the process on conducting the lesson divides in three stages: opening, main activity and closing. Secondly, each teacher has their consideration concerning the procedures they are about to apply. Commonly, the consideration is based on situation and condition of students in every class, usually by noticing the students’ cognitive skill, so it is not necessarily follow the Genre-Based cycle method.

a) Opening

Teacher EN who taught hortatory exposition in second grade science program 3 on January, the 30th started the teaching learning process by greeting and listed students’ presence. She continued by giving short opening on the theme (hortatory exposition). She said that day they would continue their learning on Hortatory Exposition.

Teacher YY used ‘three-phase technique’ to make the process of teaching and learning activities easy to follow and conduct. In the teaching and learning in XI social Science progam 3, for the opening, she arrived to the class and greeted the student by saying, “Assalamu’alaikum warohmatullahi wabarakatuh, good
morning”. After checking the students’ presence, she explained that that day the class would learn Hortatory Exposition

The procedures of both teachers are a little different from the procedures applied by teacher ED. For example when she taught a discussion genre with the topic ‘Abortion’, firstly, in the opening she greeted the students and checked the students’ presence. Then she said that in that meeting, they would talk an interesting topic that she was sure students would be surprised. The topic was abortion.

b) Main activity

As for the main activity, teacher EN told the students to open the students work sheet (LKS/Lembar Kerja Siswa) page 18 activity 6 as a building knowledge of field in written cycle, the LKS which has been designed by MGMP is used by almost all high schools in Karanganyar, showed the picture in that page which is a globe, the students answer her question by saying the picture was a globe, then she explained the importance of internet, but still she asked the students to give another useful function of internet which was answered as a tool or media to get information on education, business and entertainment.

And then, she asked the students to pay attention on a text in LKS as modeling text in written cycle, the title is ‘TV must be keep away from your house’… the teacher asked the students to divide into two big groups and asked them to stand on pro or against the title. Arguments then were asked from the pro
and contra group, each group must present 3 arguments. The students discussed among member of the group to construct the arguments. The situation of the class was a bit noisy, because each member of each group tries to present and give arguments to be written. The students seemed to be interested on the discussion while the teacher walked among rows to give further information on the topic. The discussion went on for 15’, and then one student from pro or con group wrote the arguments in the white board. The result can be seen like this: Arguments pro; a) Television is an audio-visual communication media, news will be transferred faster to our society, b) TV is an entertainment media, c) Television can improve our knowledge. Arguments against: a) TV has a blue light that can damage our eyes if we look at it for a long time, b) TV can make us lazy, c) Sometimes TV gives bad example especially for children

The teacher EN then asked the students to write a hortatory exposition text based on the arguments from each group. So there were two kinds of hortatory text:, one recommended to keep away the TV written by pro group, the other recommended to keep the TV written by con group. The assignment was meant to be individual task or more likely as independent construction text. The process of composing the text went until the end of the class. After she had collected students’ papers, teacher EN said thanks to the students and made the closing with praying together and said goodbye.

In previous classroom activities, Teacher EN had the students studied a speech with the topic “Agriculture” as joint construction of text in spoken cycle,
she asked the students to study the outline of speech which took the form of Hortatory Exposition. Additionally, she also asked them to pay attention to the structure of speech: addresses, greeting, opening/introduction, discussion, closing, and thanking. After that she asked the student to work in group of four and make oral presentation in the form of hortatory exposition by choosing the following issues and proceeded by deciding whether to agree or disagree. The issues were: Street kid and criminals should be arrested by the police, National Examination should be abolished, Sex education should be taught at high school, and Mystery sinetrons must be stopped from TV show.

In the next lesson, the cycle had arrived at independent construction of text of spoken cycle; the students were asked to work in group of six and divided the groups in two subgroups of three. One group will be a “pro” group and the other will be a “contra” group. They were asked then to list 3 arguments for and against based on the issue of banning smoking at the public places. After that they had a small debate about the issue using the gambits such as: personal opinion, emphasizing a point, argument and counter argument. After the small debate, the students were asked to report the discussion to the class using outline: (1) opening: state the issue, (2) argument: state the arguments and support it with some detail, (3) recommendation: give recommendation, should smoking be banned at the public places or not.

Teacher YY used ‘three-phase technique’ to make the process of teaching and learning activities easy to follow and conduct. In the teaching and learning in
XI social Science program 3, the teaching of Hortatory Exposition in the second meeting which took 2 x 45’, the steps were done as follow:

(1) Kegiatan Awal (first/initial activities) (10’): students are asked to read a text about garbage, and then answer the question about the text orally. The questions were meant to measure the students’ understanding about the text and also to see how the students express their speaking ability.

(2) Kegiatan Inti (main activities) (75’): students listen to a monolog of hortatory exposition, students respond the monolog by answering the questions around the text. The teacher asked the students by showing a picture on English Exercise Book XI-B page 3, the picture showed a girl begging on the street. Actually the questions were written on the book, but the teacher YY intended to discuss the question orally. One of the question is “how do you feel when you see a phenomenon like this?” a student answered that she felt sad and sorry. Then there was also a question “do you think begging is good for child?” Almost all of the students said no. Responding to the question “what should they do?” A student said that the child should study at school. The activity was continued by discussion in a small group with another topic, the problem of child labor that has been caused by poverty,
students are asked to use the expression in the book in expressing their opinions, each group give responds to other’s group opinions.

(3) Kegiatan akhir (final activities) (15’): students are given assignment to identify expressions used to declare an idea or opinion. Some of the expression were written on the book, like: In my opinion….I personally belivie…. I personally think….To our mind…

As to continue the previous topic about child labor, since the previous lesson, the final activities only gave order for students to identify expressions used to declare an idea or opinion. In the next classroom activities teacher YY implemented the procedure by conducting a discussion. But before, they were asked to translate several new words within the text. Then, teacher YY asked students to pay attention to the analysis on generic structure of the text. The table below shows the generic structure of the Hortatory Exposition with the topic ‘Child Labor’ (RPP Bhs. Inggris by teacher YY).

Table 4.1

<p>| Thesis: International Labor Organization’ (ILO) major project is the reduction of child labor | Arguments: Child Labor has been around a long time | Expansion: • UK-5 &amp; 6 year old working • Employers: 1) children less trouble 2) paid less |</p>
<table>
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| 2 | Child Labor in common in Asia and Africa | • In the carpet & glass industries  
|   |   | • Employers:  
|   |   | 1) Children have nimble fingers  
|   |   | 2) They do better adults  
| 3 | Child Labor is necessary in low-income families | • Poverty makes child labor necessary  
|   |   | • Poor families need the money  
| 4 | Schooling is necessary | Problems:  
|   |   | • Cost of fees, uniforms, books and pencils  
|   |   | • Transport to school  

Recommendation:  
Income of parents must be raised, Provide skills for parents. Then they can earn more money and can send children to school  

By giving students this analysis and summary of generic structure, the students are required to understand the shape or global line of Hortatory Exposition, this helps students to picture the flow of thinking on how presenting the arguments and evidences. Furthermore, by giving the examples of hortatory exposition texts, students were not only taught to understand the texts but were also taught how to criticize a topic, for instance, the students were asked either to agree or not to the discharge of the fuel price from Rp.6000 to Rp.5.500 at December 1, 2008.  

In this activity, the students were firstly divided in to small group, they were asked to choose their position, agree or disagree with the topic. Later, two opposite groups were asked to present their opinion in front of the class, each group present their argument to support their thesis while the opponent listened.
The group that agreed with the topic stated that the discharge of the fuel price from Rp.6000 to Rp.5,500 was a good decision and therefore they were agreed for several reasons. As for the group who disagreed with the topic, they stated that the discharge of the fuel price from Rp.6000 to Rp.5,500, first of all was not effective, it was not significant to the people interest because of the price of basic requirements are still very high.

The discussion continued lead by teacher YY; she stated that each group had done very well with the presentation. Then, the group was given the chance to rebut the opponent’s arguments.

The procedures of both teachers are a little different from the procedures applied by teacher ED. For example when she taught a discussion genre with the topic ‘Abortion’, in main activity, she continued by conducting discussion on the text, introduced the generic structures of the text and directed the students to understand what the issue is. She thought that students in the third grade have no difficulties in learning Discussion Genre because they had experiences with analytical and hortatory exposition. Later on she gave assignment to make presentation with the topic abortion. As she stated,

“Biasanya mengenalkan generic structure dalam pembahasan text (reading comprehension), berdiskusi tentang aborsi sambil menuju inti teks, apa yang menjadi isu. Tapi mereka ada pengalaman dari analytical dan hortatory exposition yang mereka pelajari di kelas XI. Anak-anak tidak harus membuat teks, saya memberi tugas membuat presentasi dengan tema aborsi”.

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The classroom activities showed the cycle of teaching and learning of
discussion learnt by XII grader were: firstly, the students completed the sentences
with the suitable words. The words were those existed in the text about abortion,
then the text was read and analyzed according to its generic structure. Secondly,
the students were asked to study a table and a chart that presented North Carolina
Resident Induced Abortion 2006, the induced abortion was in unmarried women,
this followed by answering questions based upon the information on the chart and
the table. The last question asked students’ opinion about the findings. Later on
the discussion was set on the topic, the students were divided into two groups, one
presented arguments for legalizing abortions, and the other presented the
arguments against it, the discussion went smoothly since the topic was interesting
enough for the students especially when they found out the total number of
unmarried women being induced abortion aged 10-14 is 240 and women aged 15-
19 is 5443 only in 2006. They seemed a little surprise as the abortion was done by
teenagers around their own age.

At this stage, the teacher had the chance to introduce the cultural
awareness, the different values and the point of views from various angles. As the
topic abortion was presented regarding the case happened in North Carolina
(United States) where it is assumed holds very different culture and norms with
Indonesian, Americans are commonly known for their liberal and individualistic
principles in life, their personal activity such as having sexual activity considered
to be the individual rights, as long as it is not against the state’s laws. the teacher
ED explained that the people in Indonesia considers abortion is a sinful action, due to the fact that our beliefs and views of the world strongly influenced by religion values, even though it has been changing gradually into liberal kind of life style as the western culture penetrates deeper in Indonesia society. This explanation gave additional knowledge to the students beside those connected with language learning. But still the discussion facilitated the arguer to speak their mind from humanistic angle, especially from psychological aspect and health.

Another modeling text entitled “Birth Control” was given to make students recognize the generic structure of the discussion text more clearly. They were asked to read and analyze it and when it seemed all students has understood the text, the teacher asked them to draw their conclusion of the text. Here the students were guided to use certain expression how to introduce a conclusion. The next activity was joint construction, in this stage the students were asked to work in pairs to classify the statements, whether they were the advantages of computers at home or the disadvantages. This activity was meant to exercise students’ ability to recognize a tone and messages in paragraphs. When it arrived at independent construction of the text, the students were ordered to write a discussion text based on the statements about helpful and harmful effects of technology.

c) Closing Activity

In the closing activity, the English teachers ended the teaching and learning activities in various ways, but most of them gave students the tasks or
home work. Teacher EN ended her class by asking the students to write the hortatory exposition and submit the text to be evaluated. After the texts had been submitted, teacher EN closed the session by praying together ans saying “Wassalamu’alaikum warohmatullah wabarakatuh”, and then the teacher left the class.

To end the class, teacher YY reminded her student that the discussion they conducted that day would train the students to construct arguments in composing hortatory exposition. The student must pay attention that in constructing argument they had to support it with evidence. After leading the pray, she said Wassalaamu’alaikum Warahmatulloh Wabarakatuh.

Teacher ED close her class by saying that the topic they discussed that day hopefully would give clear picture on the issue of abortion in America. That she wished her student would not do such things for the sake of their own future. She also reminded the students to write a presentation on the topic, the task would be done by small group of four. And in the next meeting, Group 1 would present firstly the presentation. The class prayed together and teacher ED said good bye.

Base on the observation of the LKS (English Exercise Book XII-A) as the sources of Discussion Genre teaching and learning activities, it revealed in spoken cycle that students were asked to understand a modeling text by reading and answering the question about the text entitled Multi Level Marketing, the issue stated that Multi Level Marketing (MLM), which has been mushrooming in
Indonesia, still becomes debates among those who agree with the system and those who disagree. Some of the arguments are: Arguments for (people believe that the strategy can improve people’s income and way of life. Besides, it can develop one’s personality and encourage him/her to work harder). Arguments against (many MLMers fail to prospect either become members or buy their products, not all people agreed the company’s promise to improve people’s income. Conclusion (Although there are few reason why people don’t want to follow MLM, it’s not as bad. It depends on how people control and motivate themselves. Moreover, the marketing strategy has been legalized by government, and has been the most expensive profession ever known. Then the students answered several questions about the text.

After answering these question, students were expected to understand and were able grasp the points on how composing Discussion Genre by means firstly, understanding that purpose of the text is to look at more than one side of an issue, therefore the topic should has two different sides, it also allows reader to explore various of perspective before coming to a conclusion. Secondly, by recognizing the arguments, the way they are presented and elaborated both the arguments for and against, and concluding the conclusion and giving recommendation. Thirdly, they were also given the knowledge and awareness on the topic by explicitly asking their self the point of view upon the topic personally. In these requirements (question 12 and 13) the students needed to think for him/her self the answer according to their individual consideration and prior schema.
In another classroom activities, when the cycle has reached joint construction text in, the students in pair were asked to label the part of the text according to generic structure of Discussion Genre. And still in pairs they were also required to compose or arrange two jumbled paragraphs into the right orders. Each entitled “Cloning at Animals: Allowed or Not Allowed” and “The Use of Seat Belt”. These activities lead the students to deepen their understanding on the Discussion Genre that is by recognizing the outline or generic structure and memorizing it.

However, the student didn’t seem to be interested in the topics because they were not the kind of topic which invited, challenging and controversial, the students’ knowledge on the topic was limited and even more it was not related to the teenagers’ life.

Evaluation done by the teacher ED is in the form of reading comprehension, students answer the question based on the content of the text. Students are asked to recognize the generic structure and to compose one part of the generic structures of the text by predicting it based on the rest content provided.

The observation on the teaching and learning activities in SMA Negeri 1 Karanganyar shows the strategies and procedures are varied. It depends on the teachers’ initiatives and ideas on how to conduct the most interesting manageable effective activities. The strategies and procedures in the teaching of hortatory exposition and discussion are proven to be motivating and challenging for the
students. The cause apparently comes from the way the material being presented in an argumentative discussion with currently familiar interesting topics.

In the teaching and learning of English using GBA, the procedures done by the teachers divide in three stages: opening, main activity or implementation and closing. In the stage of implementation, as stated in the text-based syllabus, five-part cycle is proposed to teach text type that involves:

1) Building knowledge of field
2) Modeling and deconstructing the text
3) Joint construction of the text
4) Independent construction of the text

The teachers’ commented that they did not always follow the cycle, both for spoken and written cycle. The decision was made by a consideration on situation and condition of students in each class, especially on student’s cognitive skill. It is common knowledge that background of every student is different from one another, meaning that the student has different personality, socio-economic, psychological and intellectual aspect. Regarding this aspects, the teacher did not always entirely implement the cycle of GBA or the curriculum cycle.

The observation on the procedure of the teaching Hortatory Exposition revealed that at the “building knowledge of field” stage when students were introduced to the social context of the genre to explore the general cultural
context in which the genre is used, the teacher conducted activities like reading or listening to the text, introduced new words, had discussion about the text where students were asked to answer the question such; what is the text about?, who gave speech?, what is she (the writer)?, who are the audience? What is the social purpose of the text?

The stage of modeling of text conducted by the teachers by presenting a text, where teachers and students discussed and explored the stages of the genre and its key grammatical and rhetorical features. The activities were continued when students wrote the speech on their English exercise book into Hortatory Exposition text organization, by answering the questions: what is the first paragraph called?, how many arguments are there?, what do we call the last paragraph?, how many reason did she mention to support his argument? Do you find suggestion in the speech above? The students also were asked to develop the text frame and rearranged the jumbled paragraphs onto a good order.

These activities inline with those suggested in GBA, and even more, this is another proof that by implementing the procedure, teachers also obtain certain criteria for teaching students thinking through language and texts, this can be developed further to teach students critical thinking. At the fourth stage which is the independent construction, only one of the teachers who requires students to be able to write the text.
d. Students’ Role in the Teaching and Learning Activities

The process of teaching and learning activities using Genre-Based Approach places the students as the main subject who actively involved and respond whatever the material and task given by the teachers. It is their duties to study hard as to improving their knowledge and English language skills. Their hard working can be measured by the way they do the task individually, pairs and in groups and the way they pay attention the teachers’ explanation and instructions.

Based on the observation, the students seemed to be responsive to the teacher’s questions and instructions. For example when the writer observed teacher’s EN class, the XI grade science program class. The topic that day is the hortatory exposition text, when teacher EN asked them to open the LKS and observe what picture was on that page, they automatically answered randomly by describing the picture. The teacher then asked them to read the text, in this stage the students’ role is to memorize and analyze the text. They did this without any difficulties due to the fact that they are the students of science program class, their skill for understanding the text is highly presumed to be related to the mastery of vocabularies and the result for their additional courses after school. After the students had understood the issue on the text, they were asked to construct arguments and wrote them on the white board. Again, this was without difficulties and the condition kept the same until they finally wrote the text.
Besides the role in the classroom, the students actively search for the material from other sources such as internet, newspapers, magazines or related references, as stated by teacher EN and YY. Both teachers encouraged the students to find cases with interesting issues. Teacher ED also did the same, in the teaching of Discussion genre, she had asked the students to find supporting material on the issue of Euthanasia either on internet or any other resources, whoever agreed with the Euthanasia, they had to find arguments to defend their opinion in the discussion. In this stage, when the students debating their arguments, their role are seen very dominant as a subject.

The explanation above about the students’ role in the teaching and learning activities describes the students as the main subject in the process. But sometimes, it is depends on the teachers’ strategies to motivate students to be active as learner and it is important for teachers to appreciate students motivation and participation worth a reward. As teacher EN said,"saya pikir guru harus memberikan pengertian bahwa partisipasi anak pantas di-reward".

The observation on the role of students in the teaching and learning in Genre-Based Approach especially in the teaching and learning of Hortatory Exposition and Discussion Genre, it revealed that the students’ roles are responding the questions, memorizing and analyzing the text being discussed, constructing and presenting arguments individually or groups, searching material
and the sample texts from other sources and doing the tasks individually, pairs and groups in spoken or written form.

The students’ roles appear when the teacher asks students to do the tasks, whether in spoken or written form of tasks. Here, the students seem to have not yet played the role as negotiator. This, based on the writer’s observation, is due to the fact that the students in SMA Negri 1 Karanganyar are included to those who are characterized by authority-oriented learning style which are those with an authority oriented style. They are said to be responsible and dependable, they like and need structure and sequential progression. They relate well to traditional classroom. They prefer the teacher as an authority figure. They like to have clear instructions and to know exactly they are doing; they are not comfortable with the consensus-building discussion.

This comes into view when they were conducting discussion. There were couples of students who actively involved with the discussion but there were also those who kept quite and stayed behind, although the students said that they prefered discussion, the fact is they still need teacher’ dominant role to control and guide them.

However, regarding the fact that couple of students actively involved in the discussion and were able to present thesis, constructed arguments and supported it with the evidence individually or group, both in spoken and written
form, has proven that students’ role demonstrating critical thinking revealed in the process of learning.

e. The Teachers’ Role in the Teaching and Learning Activities

Based on the observation and interview, it implies that the teachers’ roles in the teaching and learning activities are as:

1) As motivator, the one who keep up the good spirit for study. One good way to motivate the students is giving reward for their works or even only for their participation. This is stated by teacher EN,

"saya pikir guru harus memberikan pengertian bahwa partisipasi anak pantas di-reward, kadang saya menyuruh anak mengerjakan tugas di papan tulis, mereka antusias sampai berebut untuk mengerjakan karena bisa mendapat nilai bagus”.

The teachers also need to be supportive in encouraging the students to participate and involve in the process of teaching and learning, the strategies used to motivate them is by giving them an interesting topic, familiar, current and controversial. The students are challenged to give opinion and find arguments to support it, asking them to analyze the text, ask their opinion about the issue, giving them change to think on his own and appreciate it all the same. Another duty as motivator is that teachers are required to create friendly environment, using gentle gesture in both asking or ordering. Keep smiling and sometime making jokes are also effective to motivate students
2) The teachers’ role is a facilitator, the one who make it easier for students to do the learning processes. Their duties as facilitator can be as a guide, a conductor and an evaluator. Teacher YY pointed out the teachers’ role in the statement: “Saya sebagai pendamping, pengantar diawal memberi kasus, memberi kesimpulan atas perdebatan mereka”. It can be concluded that the teachers’ role is to guide the students through the process of the teaching and learning activities using GBA, particularly in the teaching hortatory exposition and discussion genre. The process of guiding the students is implied in the building knowledge of field stage, where teachers firstly introduces the text, its social purpose, generic structure and its special language features. Explain the material and the indicators of the objectives. Help the students identify and understand the text, help them recognizing the issue being presented by asking questions.

3) As a conductor, the teachers’ role is giving the suitable modeling text and material, the text and the material that appropriate and easy for students to understand, lead the students to the right track by giving understandable clear instructions on how to do the task correctly. Direct the students in the discussion, since the most demanding process for teaching hortatory exposition and Discussion Genre is to train the students doing logic discussion. Eliminate the possibilities for students to misunderstand the instructions, Giving examples of the right arguments related to the subject, And for this role, teachers are required to be knowledgeable, up to date and sensitive to bring the current topic to the
class as teacher ED stated, “Guru harus tahu betul isu yang mana yang paling factual dan menarik”.

4) Teachers as an evaluator. In the end of every lesson is the time to know whether the students achieve the objectives or not. This is the moment where teachers can measure the students’ ability and the result of the all teachers’ hard works during the teaching learning activities. This important phase is an evaluation. It has to work effectively for students and teachers. Since the function is to measure the students’ achievements, a feedback for teachers and the most important thing is a helping tool to decide what step or strategies should be taken to create a better result. And for the evaluation process for the hortatory exposition and Discussion Genre, the teachers need to measure how well the students to recognize text, issues in the text, ready to defend opinion by presenting logical arguments, as teacher ED stated,

“Dalam proses evaluasi, seperti biasa ada reading comprehension, unsur bahasa, membuat isu untuk argumen yang telah disediakan dalam soal, atau membuat closing, recommendation seperti apa untuk isu dan argumen yang ada, ada kalimat-kalimat yang harus dibuat anak.”

Although the implementation of GBA initially was meant for teaching writing, the evaluation is not always by measuring students’ written texts. The evaluation is conducted in the form of test and non test, written and spoken, based on the observation, attitude measurements and students’ work tasks, project/product and portfolios. Teacher YY uses the technique Performance Assessment (responding and discussion) in the form of oral questions, while
teacher EN sometimes do the on going assessment as for testing the readiness of the students since she conducted it at the end of one cycle and teacher ED asked student to make a presentation.

Based on the observation, the techniques that have been developed by the teachers in SMA 1 Negri Karanganyar through the strategies and procedures in the teaching and learning of English using GBA, demonstrated the role of teachers as guide, conductor and evaluator, it is revealed when they are asking students to read and answer evaluative questions based on the text being discussed. They also appear when the teachers play the role as a conductor of discussion and debate. And for the written assignment, they play the role as facilitator, resource and evaluator.

2. English Teachers’ Perception of Genre-Based Approach and Critical Thinking

This part describes the result of the observation on teachers’ perceptions about Genre-Based Approach in the teaching learning of English and the teachers’ perception of GBA in promoting students’ critical thinking.

a. English Teachers’ Perceptions of GBA in the Teaching of English as a Foreign Language
The implementation of GBA was brought about since the KBK was applied in about 2004 and it is still used until the present when the KTSP also recommends the use of GBA in the teaching and learning of English in SMA Negeri 1 Karanganyar. The perceptions of teachers about this approach are varied. But all are in the same side when it comes to the effectiveness of GBA.

Teacher YY commented on her perception about GBA by saying:

“Pengajaran dengan GBA itu menyampaikan materi kepada siswa yang tidak terbatas pada satu tema saja. Tema bisa banyak hal yang terkait dengan jenis text types yang ada. Dengan demikian siswa akan lebih berkembang dan lebih bebas mengakses dalam arti tema yang terkait tapi mereka sukai tapi masih dalam koridor genre tadi”.

This statement explains that using GBA in the teaching and learning of English makes students able to be freely access the theme they prefer, since the theme or topic is not limited, the students allowed to choose whatever topic they presumed interesting to discuss, as long as the topic is still in the genre frame work being discussed. So the process of introducing genre texts considered to be much helping for students to develop, both their language skill and knowledge.

In line with the comment from teacher YY, teacher ED commented on her perception about GBA by saying: “GBA itu lebih specific, memudahkan anak mengaplikasikannya. Membuat anak dapat memilah-milah text karena itu membuat anak dapat gambaran.” Teacher ED by her perception tries to describe that GBA organizes its material by presenting different kind of texts, by introducing these texts types, students will learn each text is different from one
another, the differences lie in its social purpose, generic structure and language features. When students learn these texts, they also remember all the aspects and the differences from all the texts. So they are able to differentiate various kinds of genre texts. After they remember and understand each text, it will be easy for them to produce the texts.

According to teacher EN, teaching English using GBA is the most suitable method for students. She said that:

“GBA adalah hal yang paling tepat, yang paling dibutuhkan oleh anak khususnya dalam menghadapi persoalan yang sesungguhnya dalam hidup dalam realita kehidupan, dibanding dengan jenis pengajaran bahasa Inggris yang dulu-dulu. Anak lebih bisa menggunakan bahasa Inggris dalam kehidupan”.

In another word, she had compared the GBA with the previous method in the teaching and learning English in high school and she found that GBA is more useful and functional, since the students are taught kinds of texts that likely easy to be found in real daily life. The texts that students will use someday in their higher educational level, whether will use for describing, explaining or persuading.

The idea that GBA is very useful for helping students in the teaching and learning of English comes from all the teachers, even though they face some problems to gain the objectives. The main reason is the lack of students’ competency. The teachers do realize they need to work extra hard to motivate and facilitate the students to learn and succeed their study. They also agree that GBA makes English easier for students to apply in real life situation.
The way GBA helps student is strongly believed due to the fact that GBA focuses on how students can codify meanings in distinct and recognizable ways, by first considers how a text is structured and organized at the level of the whole text in relation to its purpose, audience and message. It then considers how all parts of the text, such as paragraphs and sentences, are structured, organized and coded so as to make the text effective as written communication. However, the teachers too commented that the teaching using GBA requires many skills in English mastery.

As the focus in this research are the teaching and learning GBA especially Hortatory Exposition and Discussion Genre, the teachers comment that both texts types make students able to construct arguments to defend a thesis. As it said in chapter II, Hortatory Exposition (HE) and Discussion Genre (DG) are two kinds of genre included to argumentative writing. HE aims to put forward a point of view and recommend a course of action, the stages consist of Thesis, Arguments + Evidence (Counter- Arguments + Evidence) (Reinforcement of thesis) and Recommendation, while DG aims to argue the case for two or more points of view about an issue and recommend a course of action and its generic structure are Issue Arguments, Evidence (2 or more perspectives) (Judgment/Position), and Recommendation.
b. The English Teachers’ Perception of GBA on Promoting Students’ Critical Thinking

The teaching of GBA has been considered came from approaches to teach writing. Teaching writing to students has never been an easy task for teachers, so GBA was made to make the tasks easier to arrange. The process of writing needs several stages and to make it clear for students, GBA consists of stages. The stages known in GBA consists of four steps, they are: 1) the building knowledge of field, 2) modeling texts, 3) joint construction and 4) independent construction. Each of the stages involves the process of thinking, for example in the modeling text stage, the students are required to understand the text, to know whether the students comprehend the text, the teachers gives questions such: ‘What do you think of the about the story? Or ‘what do you think of the issues on the text?’ Those question are meant to test students’ comprehension and at the same time the questions are also a media to make students use their minds, to evaluate a content of the text, the process of evaluating are considered to synonymous to thinking critically.

In joint construction text or independent construction stages, students are required to be able to write a text, here the process of thinking is very dominantly used, when students make drafting, it is based on the flow of thinking. And to make this flow of thinking logic, make sense and well organized, the students need systematic patterns of thought. GBA is one approach that helping students
organize the thoughts to be put in writing by arranging generic structures of the texts.

As the research focuses on the implementing of GBA which affects students’ critical thinking, the interviews with the teachers were emphasized on the teaching learning of Hortatory exposition and Discussion Genre because both require students constructing arguments. The skill of argumentations has been considered as one of critical thinking abilities.

According to the teacher YY, hortatory exposition invites students’ interests to be actively involved with teaching learning activities. It can be seen when the students conduct discussion based on an issue or a case. They argued to defend their opinions and argued to make the others believe their opinions. She pointed out, “Sebenarnya tingkat keresponan itu bisa dilihat dari antusiasme siswa menanggapi sebuah kasus, terlebih ketika kasus yang diangkat menarik, mereka lebih aktif dalam bicara dan menuangkan ide dalam tulisan”. The students are very enthusiastic to respond upon a case, especially when the case being discussed is interesting, they became actively in speaking and write their ideas on text.

Consistent with the perception of teacher ED, she commented, ”Baik Analytical maupun Hortatory membuat anak mendapat gambaran dan berargumen dalam diskusi dengan cara berpikir kritis”. She explains that teaching analytical or hortatory exposition help students to get a clear picture of an issue and enable students to argue in the discussion by using their critical
thinking. While teacher EN stated that students indeed showed the ability to make arguments if the teacher successfully attracted the students by an interesting issue. She said, "Kemampuan anak dalam berargumen muncul, berangkat dari kita menarik mereka isu dengan yang menarik."

Based on the interviews, it can be concluded that the relation between GBA and critical thinking, according to the teachers, exist in the teaching and learning Genre Exposition and Discussion. It can be observed from the students’ participation and responses during the activities on these two kinds of genres. The critical thinking skill showed up when students try constructing arguments.

Teachers’ perception on GBA and its effects on promoting critical thinking are described in the teaching and learning Hortatory Exposition and Discussion Genre. They say, first of all, these genres invite students interests, due to the way the activities involves argumentative discussion and moreover if the topic being discussed is current interesting controversial topic. As mentioned before in the discussion on strategies and procedures, the teachers apply the teaching of HE and DG by conducting discussions upon a topic. The students were expected to be interested and involved in the learning activities.

Secondly, teacher commented that the teaching of HE and DG make students speak up their mind, both in spoken and written form. The purposes of these genres which are to persuade and recommend a course of action, invite
student to argue and to reason. It also appears that the stimulation caused by learning these genres is the choice of a controversial topic, needs to be one that the children can relate to, one that they can become very interested in, and which has rich potential to provoke thought. The third perception of the teachers is that the teaching and learning HE and DG treat and examine students to think critically, by constructing logical arguments. The teaching of HE and DG provide students a media to reflect on a topic or an issue. As the generic structure of both genres consist of argumentations and construction of arguments is aimed to defend a thesis, and end up with recommendation of a course action, the writing activities for these genres involves students constructing arguments that supported by relevant evidences and facts.

3. The Effects of GBA Implementation on Students’ Critical Thinking Abilities

Based on classroom observation, Genre-Based Approach implementation, especially in the teaching and learning activities of Hortatory Exposition, stimulates the students to display the disposition and critical thinking abilities. Critical thinking ability were clearly demonstrated when the class held an argumentative discussion. The class was divided into two big groups that stood in one stance, agree or disagree with the motion. In this activities, in the first stage students were required to present a thesis based on one stance supported by
arguments. Their thesis and arguments were then to be presented in front of the class.

This initial activity was conducted to prepare students in the learning of Hortatory Exposition. The way the students presented their thoughts was following the generic and language features of the Hortatory Exposition. It aimed to train students to think and give opinion in a logical systematic way, and also to make students understand how Hortatory Exposition should be constructed and composed. In the second stage, the student had to listen to what other group thinks about their presentation. And they were given the chance to argue and to defend their thesis by having argumentative discussion or classroom debate lead by the teacher. This activity clearly stimulated and provided students to think and particularly think critically. The construction of arguments to defend their thesis required the skill of critical thinking. The way they state the main idea or thesis clearly, give relevant supporting reasons based on the issue or the motion is considered to be one of critical thinking ability.

In the end of the class, it was proven that the students individually, were able to compose Hortatory Exposition based on the stance and the arguments. As mentioned in the procedure of teaching and learning conducted by teacher EN, the initial argumentative discussion with the topic “Keep Away your TV from your House” has produced two main positions of arguments. The writer observed the student’s writing on this issue with the aim to reveal critical thinking abilities demonstrated in the texts. A model was used to identify key elements of critical
thinking displayed in the students’ writing assess each writing for (a) number of arguments (b) extent of evidence (c) recognition of opposing argument (d) corresponding refutation and (e) number of fallacies (Paul Stapleton on http://wcx.sagepub.com). Hortatory Exposition composed by Elsa can be read as follow;

Television Holds Important Role in Every Aspect of Our Life

I’m sure that each of us has television in house. And as we know that television is one of media communication that we’ve known so far away about the function, the disadvantageous and the advantageous. But now I would like to represent my point of view about television.

We usually look television from the bad side, but we don’t realize the benefit watching TV. Television is audiovisual communication media which give us up to date information in the whole world. Through news in TV, we know what’s happening in the whole world such as Obama inauguration, war in the Pakistan, etc. we can advance our point view by learning what’s happening in the world through television.

Television also gives us entertainment like music, reality show, magic show, etc. we can let all the things free which make us getting stress by watching television. TV can refresh our mind while we are bored, stress, etc. and it can be inspiration for us to make something new and creative like cooking competition that teach us how to make new receipt of food and drink.

Many parents prohibit their children to watch TV but I strongly believe that they are wrong. Without television, their children will getting stress and stress. By watching TV, they can advance their creativity and improve their knowledge. Because as we know that nowadays, there are a lot of education program on television such as Bintang Pintar Ultra on ANTV, English fun and so on, Television warps the education program interestingly and even more interestingly than studying by reading book or listening to teacher’s explanation. It gives us more modern and easier way to learn something without feeling bored. So we can catch the meaning of educational thing we learn faster.

The third reason is television not only be able to give benefit for us but for our country, why? As television broadcasts our culture and our
tourism objects that can fascinate foreign tourists to come to visit Indonesia, TV holds an important role to introduce our cultural heritage for society not only for old people but for youth also. So they can realize how high their couture and they will be proud of their culture.

Television also has a contribution to develop society’s talent. As we know, TV has programs that are looking for talent of somebody such as AFI, Indonesian Idol, Idola Cilik, etc. So we can conclude that it will bring positive roles to society for developing their talents and achieve their dreams.

So personally it gives me many benefits as a student who wants to achieve my dream to be a news announcer because I usually learn how a professional news announcer delivers the news to people by watching television.

For the reasons above, I want you to use television properly because it has many benefits which we don’t know before.

To identify conclusion, the observer looked for claim marker such as “I think” or “in my opinion” and claim assertion in this text is “Television Holds Important Role in Every Aspect of Our Life”. Arguments were taken claims supported by reasons; unsupported claims are merely opinion (Browne & Keeley, 1994 cited in Paul Stapleton on http://wcx.sagepub.com). In the text, student Elsa gave the reasons to support her arguments. Such as:

1) Television is audiovisual communication media which gives us up to date information in the whole world.

2) Television also gives us entertainment like music, reality show, magic show, etc.
3) By watching TV, they can advance their creativity and improve their knowledge because as we know that nowadays, there are a lot of education program on television.

4) Television broadcasts our culture and our tourism objects that can fascinate foreign tourists to come to visit Indonesia.

5) Television also has contribution to develop society’s talent. As we know, TV has program that’s looking for talent of somebody such as AFI, Indonesian Idol, Idola Cilik, etc.

Identification of argument was based on semantic structure and linguistic elements that typically signal the presence of reasons. Because conjunction is central to arguments (Crammond, 1998 cited in Paul Stapleton on http://wcx.sagepub.com), this cohesive relation was used in the assessment. Example of explicit conjunction include “because” and prepositional phrases such as “for the reason”

We can also see that Elsa tried to give some evidence based on her own experience.

“So personally it gives me many benefits as a students who wants to achieve my dream to be news announcer because I usually learn how a professional news announcer delivery the news to people by watching television”.

Her personal experience, no matter how weak it was, is still considered to be an element of critical thinking as to point to writer understanding that
argument must be supported by evidence of some sort (Paul Stapleton on http://wcx.sagepub.com).

Browne and Keeley (1994: 8) speak of ‘weak’ and ‘strong sense’ critical thinking. Weak sense of critical thinking is described as a method for defending initial belief whereas strong sense of critical thinking ‘requires’ us to apply critical questions to all claim, including our own.

Both Leki (1995) and Ramage & Bean (1999 cited in Paul Stapleton on http://wcx.sagepub.com) stress the important of analyzing both sides of an issue and accommodating one’s audience. The recognition of others or opposite view points was identified via the presence of specific structure such as “some people claim that/it is said that …however…” in Elsa’s writing, the recognition of opposition stated in the sentence,

“Many parents prohibit their children to watch TV but I strongly believe that they are wrong. Without television, their children will getting stress and stress”.

The data indicates that the student has grasped critical thinking abilities at some levels.

The result of the interviews with the teachers on the teaching and learning activities using GBA especially in the teaching and learning Hortatory Exposition and Discussion Genre, showed that the students are interested on the way the material being presented which initially started by argumentative discussion or classroom debate. It was stated by teacher ED, “Hortatory exposition dan
Discussion Genre lebih encourage siswa untuk aktif berbicara (speaking) karena ada dorongan berargumen, lebih menantang.” The students seem to be interested because there is a chance to discuss an issue and also to debate on that issue, the atmosphere in the class is very challenging for students because they can show what they think and what they know without being afraid of making mistake, owing to the fact giving opinions is a chance for students to speak up their mind freely, not being limited by the correct or wrong answers. Additionally, the discussion or the debate facilitates students to compete, to show who can give the most convincing arguments with the most reliable evidences.

The statement of the teacher coincided with the students’ responses based on the interview about Discussion genre. This genre was used to be the subject of interview since it was mentioned that as one type of argumentative writing, this genre was very important for secondary level students, as it is included in the curriculum. The medium of interaction in this interview however used Bahasa Indonesia. The use of Bahasa Indonesia was expected “to provide students with additional cognitive support that allowed them to analyze language and work at a higher level than would be possible were they restricted to sole use of English.

Based on data taken from the interview with the students in XII grade science program 3, it appeared that the students recognized the concept of Discussion Genre, they stated that Discussion Genre is the text consists of two kinds of arguments, arguments for and arguments against that discuss an issue, this is considered to be a media for students to think logically and creative as to
construct reasonable conclusion on the arguments. For example, a student stated that

“Discussion teks adalah suatu teks yang memperdebatkan 2 pendapat dari sudut pandang yang berbeda dan menanggapi masalah tersebut. Dengan pembelajaran diskusi kita bisa menyampaikan atau memaparkan suatu masalah (problem) yang memacu kita untuk berfikir rasional dan kritis terhadap suatu permasalahan.”

The other stated that

”Discussion Genre adalah sebuah teks yang berisi tentang masalah yang didalamnya terdapat beberapa argument yang setuju dan argument yang tidak setuju (pro dan kontra), Pembelajaran teks Discussion Genre dapat membuat siswa berpikir kreatif sehingga dapat megutarakan /mengeluarkan pendapatnya yang disertai dengan alasan yang kuat pula.”

Students said that they are interested on the teaching and learning of discussion text. The reasons for their interests were various, each student gave more than one reasons. First reason is that they like arguing, secondly, it motivates students to think and think creatively and motivates students to speak up their mind, thirdly, it improves knowledge, examines critical thinking, motivates to think rationally, examines to draw conclusion, exciting, and enable students to solve problem.

It is clear that statement from teacher ED is consistent with the students’ statements on the interview that Discussion Genre is interesting for students, motivate them to speak up their mind, encourage them to give opinion and arguing because it challenges students’ spirit to compete, to show their arguments are true and they eager to defend it.
Issues in the teaching and learning Discussion Genre considered to be interesting for students were varied, such as politic, social, environment, teenagers’ life, technology, children, alternative medication, entertainment and sports. They emphasized that issues which is “hot” and controversial are the most interesting and preferable. The students gave almost similar answer when they were asked what kind of strategies they apply to construct strong and convincing argument. The strategies to make the sound arguments, according to the students are; by giving facts and evidences, logical arguments, provide valid data, giving good explanation on the evidences, finding resources as references, by reading a lot, must be honest, consistent to the topic, easy to understand and should present argument in details. They know they have to construct sound argument involving real facts or evidences and even more they also realize to provide the arguments with valid data.

In the interview, the writer asked the students to propose a thesis based on the issue “apakah partai politik membuat pemerintah Indonesia menjadi lebih baik?” The result demonstrated that the students were able to write a statements of the issue, it means students showed their ability to compose a statement of issue based on their position (agree or disagree) upon the motion. The example for the statement of issue made by students,

“Pada masa demokrasi seperti sekarang ini suara rakyat adalah yang terpenting dalam melakukan perubahan bagi bangsanya. Suara itu disalurkan melalui partai politik atau organisasi tertentu, tapi disisi lain banyak pertentangan mengenai manfaat partai politik bagi pemerintah Indonesia”
When the students were asked to construct arguments for the issue, students were able to fulfill the requirement, few examples of argument for written by a student, “Dengan banyaknya partai politik, aspirasi masyarakat lebih mudah tersalurkan pada pemerintah,” and “Demokrasi berjalan dengan baik” And as for the next question, the requirement was to make arguments against; the students could present it. Examples of argument against; “Banyaknya partai politik cenderung menimbulkan perpecahan dan tidak efektif”, and ”Negara harus mengeluarkan banyak uang untuk pemilu”.

The data revealed that students stated the need to use credible sources to strengthen the arguments in order to convince the listeners. One example of evidence presented to support argument against the topic, she said, ”di TV dan media massa banyak sekali konflik baik internal maupun eksternal parpol.” Another example, “terjadi peristiwa anarkis setelah kakalahan partai politik dalam pemilu, baik pemilu pemerintah daerah sampai pusat.”

Recommendations given by her, “Sebaiknya aturan mengenai parpol lebih diperketat dan diolah lebih matang lagi sehingga tidak terjadi banyak pro dan kontra mengenainya” and “Pemerintah harus mengurangi jumlah parpol dan selektif dalam memilih caleg”

However, the students were unable to think of consequence of their recommendation. As for the last questions, students stated that it is a must to
appreciate others’ opinion and arguments, meaning students showed awareness that others have legitimate points of view that differ from their own.

These statements of students in XII grade science program 3 are consistent to the statements of the students in XI grade science program 2 and 1, it revealed from interview that students are interested in the teaching and learning of Hortatory Exposition. The students claimed that hortatory exposition is interesting because it enables students to argue and motivates students to speak and deliver their opinion, some claimed that HE improving students knowledge on certain issue or problem through logical and relevance arguments, students also said that HE makes students know how to persuade and able to persuade others to agree and do the recommendations, students also claimed that HE provide them with different point of views about current issues and one student said HE teaches students to think critically.

Students stated that learning Hortatory Exposition is very important, she said,

"Teks Hortatory Exposition menurut saya penting untuk dipelajari terutama oleh siswa SMA, HE merupakan sebuah wacana yang bertujuan untuk mempengaruhi orang lain agar dapat melakukan sesuatu sesuai dengan yang kita inginkan dan disertai dengan argument logis.”

Furthermore, she added that she was interested because the text presents real and logical arguments. She stated, "Karena teks tersebut berisi argumen-argumen yang nyata, logis dan dapat diterima akal sehat.” Another student who thought that Hortatory Exposition beneficial,
“Menurut saya pembelajaran HE sangat bermanfaat, dengan Hortatory Exposition kita dapat mengungkapkan apa yang menjadi kehendak kita dengan mengajak orang banyak tanpa harus memaksa mereka. Saya sangat tertarik karena HE dapat digunakan/dipraktekkan dalam kehidupan sehari-hari guna mengajak/membujuk seseorang untuk kearah yang lebih baik.”

HE is interesting for students because they thought it taught them how to make a statement and how to make convincing argument which is very challenging. She said, ”Saya merasa tertarik karena saya bisa belajar bagaimana saya membuat suatu statement dan saya tertantang untuk membuat suatu alasan yang kuat agar orang lain percaya pada saya.”

The data based on the interview also described students’ favorite issues, such as: current issues on education, social phenomena, politic, environment, technology, health, fashion and religion. The issues most preferred, the students describe as those which are up to date and controversial. Furthermore, the discussion set based on the issue is very interesting and challenging for students, the reasons are: examine students’ speaking ability (deliver their opinion) in confident, students are challenge to defend their opinion on the thesis, improving knowledge by listen to others’ opinion and arguments, the discussion is a challenge to convince people in believing us, a challenge to debate and rebut others’ opinion, prepares students to face real life problem, motivates students to find many information to be able to argue with and persuade other, examines students’ ability to find solution based on the issue, students learn to be honest, motivates students learn to speak in better English.
The strategies students used to construct strong and sound arguments revealed from the interviews were various, but most commented that they have to learn and understand the issue (topic) well, find true concrete data and evidences, use factual data, search related material on books, newspaper and internet, and find valid sources. They think they must present the arguments confidently, the arguments must be relevance to the thesis, logic and accurate based on the recent researches. All students claimed that they able to identify thesis, arguments and recommendation on the hortatory exposition.

Next question assessed students’ ability to compose a thesis, construct sound arguments, equip the argument with credible sources, and the ability to give recommendation based on the issue "Apakah partai politik membuat pemerintah Indonesia menjadi lebih baik?". From the observation, it revealed that the majority of the students were able to compose a thesis based on their position (agree or disagree). The following is an example of students’ thesis; one stated her disagreement with the question “Would political party make Indonesia better?”


One of the interviewee thought that political party would make Indonesia in a better state, he stated in his thesis,
"Pemerintah Indonesia adalah menganut sistem demokrasi. Dimana para wakil rakyat yang duduk di kursi pemerintahan adalah calon dari partai politik yang mencalonkan diri untuk dapat memerintah negaranya. Dengan adanya sistem demokrasi itu, para rakyat dapat memilih siapa yang berhak duduk di kursi pemerintahan dengan berbagai alasan yang ada pada diri mereka masing-masing.”

Students also were able to construct arguments and were able to equip the arguments with evidence from credible sources, meaning the students realize the important to construct sound arguments with the credible sources of evidences.

Examples of students’ arguments whose thesis disagree with the question are;


Another argument inline with the previous,

“Pertama, dengan banyaknya partai politik berarti berarti juga akan memperbanyak dana dari APBN yang keluar untuk sumbangan kepada parpol tersebut. Kedua, dengan banyaknya parpol akan menjadikan masyarakat Indonesia menjadi terpecah-pecah menjadi golongan-golongan yang fanatik terhadap partai politik tersebut.”

The following argument is the one which support the thesis that agreed with the motion,

"Saya setuju bahwa partai politik membuat pemerintah Indonesia menjadi lebih baik karena dengan adanya parpol maka para masyarakat Indonesia dapat memilih/ bersuara menurut hati naraninya untuk memilih
pemerintahan lewat calon dari berbagai parpol yang tentunya dipandang wibawa, jujur dan dapat dipercaya. Dengan adanya parpol berarti pemerintah Indonesia adalah pemerintahan yang menganut sistem politik demokrasi, artinya pemerintah berasal dari rakyat, oleh rakyat dan untuk rakyat.

When the students are asked to give recommendation based on the issue, they were able to give one. Examples of recommendation that disagree with the motion;

“Saya merekomendasikan agar carilah parpol yang benar-benar searah dengan tujuan negara dan jangan enggan golput jika memang benar-benar tidak ada pilihan yang terbaik karena satu suara saja, bisa mempengaruhi pemerintahan kedepan.

Another recommendation,


The following is recommendation presented to support the opinion agreed with the motion, “Kita harus mendukung adanya partai politik di Indonesia karena parpol akan membuat Indonesia lebih baik

All of the interviewee failed to think of consequence of their recommendation. As when students were asked whether they can accept one’s arguments that contradict their own. The students were willing to accept other’ argument, the reason is because the students think they ought to respect others’ right to have different point of views.
The students also commented that hortatory exposition is one media who support the students to think critically by presenting logical arguments and evidences, especially when the students were guided by the generic structure of the text. It can be concluded, then, that HE makes the process of arranging and developing students’ flow of thinking a lot easier. Like has been said by one of the student, He said when it was time to write Hortatory Exposition, first, he will seek for the interesting idea or topic to be discussed, usually the topics that happens around teenagers’ life. The topic, he added, has to be well understood or mastered, so he would be easy to find facts and evidences to support the thesis and to be able to end his HE writing with recommendation.

A little different with teacher’s ED statement, teacher YY commented on students indicators on critical thinking abilities after they have learnt the Hortatory Exposition (HE) by saying, "Ada anak beberapa yang respon, ada yang biasa. Tapi keinginan mereka menuangkan ide dan berargumen sudah memenuhi, ada dampak tugas-tugas terhadap kepekaan anak menyikapi isu-isu yang terjadi di masyarakat." The statement indicates that there are effects upon students by implementing GBA, especially by teaching them Hortatory Exposition; several students are affected by showing eagerness to write down their ideas and to argue. But she emphasized this by mentioning several students, meaning not all students, indicate critical thinking abilities.

This, teachers assumed is owing to the fact that classes where teacher YY does the teaching learning activities are the XI grade social program. It has been
common knowledge among teachers that social program students stand in the lower level compared to science program students. The reason might set the condition is students’ lack of motivation, surely this affect their enthusiasm of study. This causes students to react and respond reluctantly to any kind of subject matters. The lack of motivation also causes students cannot perform at their best since the efforts they have done are not sufficient.

The student from XI social program 3 was chosen as subject of observation for the evaluation of their argumentative presentation. The choice was made to see how exposition hortatory affects students’ critical thinking even if their have lack of motivation as teacher YY had said previously. The students’ hortatory exposition written texts were collected as a usual assignment for their final activities in the teaching and learning of English using GBA. The students’ indicators on critical thinking abilities are shown in students’ hortatory exposition written text. The scoring rubric is adapted form the scoring rubric suggested in Nitko (1996:206) for assessing the quality of a student oral or written argument presentation. The rubric was adapted because it represents the assessment of critical thinking and in the same time, the questions assess the generic structures of hortatory exposition.

The result of the observation on students’ Hortatory Exposition using the rubric revealed that the students are able to write argumentative presentation with critical thinking elements at some level. The fact that students are able to clearly state the thesis or main point, several students are even reached the level where
they state the main idea or thesis clearly, enthusiastically and interestingly for the audience, define the necessary key terms clearly and effectively, give relevant supporting reasons, even though some of them were weak, present a well organized argument, is another proof that students are able demonstrate the critical thinking abilities suggested by Ennis.

Hortatory Exposition is one media to assess this performance because when student writes HE, students are required to persuade the reader or listener that something should or should not be the case by using sound arguments and relevant fact in order to convince others. Beside, HE also required students to formulate solution by giving recommendation. Thus, the using of Hortatory Exposition as a tool to measure students’ abilities in critical thinking is considered to be helpful and closely related.

Based on the observation on students’ Hortatory Exposition texts and interview on Hortatory Exposition and Discussion Genre as the result of GBA implementation, it revealed that students recognized the concept of Hortatory Exposition and Discussion Genre. The students recognize the concept of these genres as one of the type of argumentative writing. The generic structures of the text are recognizable by presenting arguments and recommendation. It is proven when the students were able to recognize the part of generic structures such as thesis, arguments and recommendation in of Hortatory Exposition and Discussion Genre.
Explicitly, these texts require the skill of argumentation. The students were very interested in the learning of these genres because the texts are presented initially by argumentative discussion. The students stated that they like to be involved in the discussion for it is exciting especially for those who like arguing, it motivates students to think creatively and rationally, improve knowledge, enable students to examine critical thinking and solving problem. This motivation appears especially when they discuss an interesting topic, usually they prefer current and controversial topic. The students confession about their interests in argumentative discussion can be considered useful and a good sign of the would-be or becoming critical thinker. And it is also mentioned before; the argumentative discussion and classroom debate are two activities that facilitate students to think critically. It can be concluded that students of SMA Negri 1 Karanganyar has done those suggested activities in the way they involved in argumentative discussion and debate.

Furthermore, the students comment that by learning HE and DG, they actually learn how to argue by constructing logical reasoning, both in spoken and written cycle. It is the consequences from the flow of thinking in producing these kinds of texts. Once they choose a side or stances (agree or disagree with a statement), they have to propose the thesis, support it with logical arguments and relevant evidence and facts. At the end they have to give a recommendation for the reader or listener to do or to believe. Another beneficial consequence, the students also understand the social purpose of Hortatory Exposition that is to
persuade the reader or listener that something should or should not be the case. While by learning DG, students are required to see two different points of views before concluding a recommendation.

It is obvious that learning Hortatory Exposition and Discussion Genre as the consequences of GBA implementation, affects students’ critical thinking. The effects can be seen from students’ ability in constructing arguments both in spoken and written communication. It also can be seen from their argumentation that has demonstrated certain abilities of critical thinking such as the ability on deciding on an action with the subskills: defining problems, formulating and evaluating the action taken. Another critical thinking ability is the ability on interacting with others with the subskills such as the abilities to identify and use rhetorical devices to persuade, explain and argue. In another way, writing Hortatory Exposition and Discussion Genre stimulate and promote students’ critical thinking.

B. Discussion

Based on the research findings above, there are some theories that can be generated. In this case the writer grounded the theories in to four: firstly, the implementation of Genre-Based Approach can promote students’ critical thinking ability. Secondly, the implementation of Genre-Based Approach in the teaching and learning improves student participation in speaking. Thirdly, the implementation of Genre-Based Approach make writing easier for students to
practice. And fourthly, the implementation of Genre-Based Approach enhances teachers’ teaching strategy in the teaching of English and critical thinking. Each of the theories will be discussed in detail in the following discussion.

1. The Implementation of Genre-Based Approach Can Promote Students’ Critical Thinking Ability.

The finding of the research showed that the implementation of GBA especially in the teaching and learning of Hortatory Exposition and Discussion Genre, promote students’ critical thinking at some levels. This is proven in the teaching and learning of HE and DG, students were able to write Hortatory Exposition. Writing is considered to be an effective way to enhance thinking and develop critical thinking. It has been argued that writing is a complex cultural tool that facilitates thinking by organizing thought. As Donaldson (1993: 50) says the thinking itself draws great strength from literacy whenever it is more than a mere scrap of an idea, whenever there are complex possibilities to consider. It is even more obvious that the sustained, orderly communication of this kind of thinking requires considerable mastery of the written word. Written language extends thinking further still by helping individuals to manipulate complex ideas through the process of writing. The text production is encouraged to think more critically, and this equips students to take an informed position on a given issue (Riley&Reedy on http://ecl.sagepub.com).
In composing Hortatory Exposition and Discussion Genre, the students showed the ability of critical thinking. Firstly, they had understood the concept, the social purpose and generic structures. The social purposes of Hortatory Exposition in the implementation of Genre-Based Approach is to persuade, or in Martin’s words, “Left protagonists, often make use of Hortatory exposition in a number of modes..., Hortatory Exposition is designed to persuade people to do something” (Martin, 1985a: 39). Hortatory means that the function of the text is to persuade the reader to do what the Thesis recommends. And the social purpose of Discussion Genre is to present two points of view about an issue and recommend a course of action.

The proof that students could persuade both in the spoken (argumentative discussion and debate) or written (Hortatory Exposition and Discussion Genre) form is considered to be another indicator of critical thinking ability. Persuasiveness is connected to critical thinking because writer must predict their audiences’ needs and therefore both anticipated counterarguments and questions their own assumption (Ramage&Bean, 1999), these abilities are components of critical thinking (Browne&Keeley, 1994 cited in Paul Stapleton on http://wcx.sagepub.com).

Secondly, the generic structures of both genres consist of argumentations, where the construction of arguments is aimed to defend a thesis and end up with recommendation of a course action. Since both texts are included to argumentative writing (Martin, 1989: 17 cited in Caroline Coffin on
EAPJ_for_respository.pdf), the texts explicitly require the skill of argumentation because both need to be equipped by sound and strong arguments. The fact that students were able to construct arguments both in spoken and written form is indicator of students’ critical thinking ability.

Argumentation can be defined as a process of establishing a position which is then defended through the use of evidence, negotiation, logic etc, persuasion can be seen as a process of persuading the reader (either a specific reader or the world generally) to adopt the writer’s position and (frequently) carry out an action. In sum, argument can be viewed as an attempt to make a point of view convincing and credible through a process of reasoning whilst persuasion can be understood as “that kind of discourse which is primarily focused on the reader and attempts to elicit from him a specific action or emotion or conviction” (Kinneavy 1971: 211 cited in Caroline Coffin on EAPJ_for_respository.pdf).

And according to Fisher (1990: 66), an argument is the offering of reason for a belief, argument aims at discovering the truth by exposing belief to the light of reason. Argument should be a challenge to reason not an invitation to quarrel. He added (Fisher, 1990: 81) logic is often regarded as the science of reasoning and logical thinking as the process of reasoning correctly. Related to this, Kuhn (1992 cited in Klien, Olson and Stanovich on http://cjs.sagepub.com) pointed out that thinking often takes the form of argumentation, in which ideas are articulated and evaluated in contrast with other options. In print-based culture, complex
arguments are often presented in monological text that is text written from a single narrator’s point of view.

Regarding the statements from Billig, in his book Ideology and Opinions (1991 Cited in Riley & Reedy on http://ecl.sagepub.com), he clarifies that when producing a written argument, an individual needs both a sound knowledge base and a deep understanding of the complexity of the issue under consideration, before being able to appreciate that there are several perspectives that can be taken. As the argument is developed, knowledge is examined, applied, and then reconstructed. Understanding is moved on. The dialogic principle, as we have argued, has the function of linking thoughts to each other. Argumentation assists the process of thinking through its various components, as in Billig’s list, by making the ‘inner speech’ of an individual transform into ‘outer speech’; and the thinking becomes explicit, linked and developed. Billig (1991) goes on to say that ‘the sound of argument is the sound of thinking’ and suggests that the integral components are: knowledge, comprehension, application, analysis, synthesis.

The result of the observation on students’ hortatory exposition using the rubric adapted from Nitko revealed critical thinking abilities on deciding on an action and interacting with others. It was proven by the fact that students are able to clearly state the thesis or main point, several students are even reached the level where they state the main idea or thesis clearly, enthusiastically and interestingly for the audience, define the necessary key terms clearly and effectively, give
relevant supporting reasons, even though some of them were weak, present a well organized argument. This was also supported by students’ responses in the interview.

These abilities according to Ennis are included in strategies and tactics abilities in critical thinking (Nitko, 1996: 205). Furthermore, these abilities describe students who can decide on action, which included sub skill such; defining problem, formulating and evaluating solution, viewing the total problem and taking action and evaluating the action taken. While the ability on interacting with others shows students who are able to identify and use rhetorical devices to persuade, explain or argue. Among the rhetorical devices the students should be able to identify and use are: (1) argumentative verbal tactics, (2) logical strategies and (3) skillful organization and presentation (Ennis, 1985 in Nitko, 1996: 205).

This coincides with the statement that to attempt to persuade by giving good reason is to give an argument (Bowell&Kemp, 2002: 2), further it is said that critical thinker should primarily be interested in an arguments and whether they succeeded in providing us with good reasons for acting or believing. In others word, an argument is a term for giving someone a reason to do or to believe. The same opinion comes from Roy van den Brink-Budgen (Budgen, 2000: 9-10) he states that in critical thinking, the meaning of the word ‘argument’ goes further than just ‘disagreement’. It is not enough to disagree: there must be an attempt to persuade someone that one position is preferable to another.
It is obvious that the skill of argumentation involves critical thinking, as supported by Ennis who stated that the skill in argumentation and, spoken and written has been considered as one of critical thinking disposition and argumentative writing has thus been considered to be critical to challenge student’s critical thinking as Kurfiss (1988: 13) states critical thinking involves justification of beliefs and argumentation is the vehicle which justification is offered …learning the skill of argument enables students to reason effective in various disciplines.

In the teaching and learning Hortatory Exposition and Genre Discussion, oftenly the students engage in a classroom argumentative discussion or a classroom debate, they were eager and enthusiastic to defend their opinion, but they were also willing to listen to others’ opinion. According to Chaffee, exchanging one’s views with others are considered to be a second basic step that aspiring critical thinkers must take. When thinkers are ready to exchange views, they are in fact ready to take responsibility for their opinions and to listen to the views of others (Chaffee, 2000 cited in Kovalik&Kovalik on http://sag.sagepub.com).

The complexity of this step is emphasized by Nosich (2005: 34), who described this “give-and-take discussion” as a means for critical thinkers to listen to, and take into account, other points of view as well as receive feedback on their
own. However, Kennedy, Fisher and Ennis (1991 cited in Paul Stapleton on http://wcx.sagepub.com) contend that there is a general agreement that learner’s familiarity with subject matter plays important role in the person’s performance on thinking tasks.

The choice of a controversial topic, needs to be one that the children can relate to, one that they can become very interested in, and which has rich potential to provoke thought. Most appropriate here is a topic found either in the world of the child, or through a challenging text presented to them. Teachers’ ability to approach an issue from several angles and provide support for each of those perspectives is further developed when we share our views with others (Chaffee, 2000 cited in Kovalik&Kovalik on http://sag.sagepub.com).

The empirical evidence demonstrates a connection between participation in debate and learning the skills of critical thinking is quite extensive. In a recent review of research on the subject, Colbert and Biggers noted that "50 years of research correlates debate training with critical thinking skills" (1993: 212). Keefe, Harte and Norton reviewed the research and concluded that, "Many researchers over the past four decades have come to the same general conclusions. Critical thinking ability is significantly improved by courses in argumentation and debate and by debate experience" (1982: 33-34). The most recent study concluded not only that participation in competitive debate enhances critical thinking skills, but that compared to academic pursuits of a similar time length, "competitive
forensics demonstrates the largest gain in critical thinking skills” (Allen, 1995: 6 cited on www.debate/leaders.org/The Value of Debate.htm). In line with this, another statement about debate according to Shroeder is

The kind of oppositional thinking encouraged by debate clearly contributes to critical thinking skills for a variety of reasons. It helps improve the understanding of strategic problems (Schwenk, 1988). Debater learns how to spot errors in reasoning and proof. They gain a greater respect for the complexity of ideas and they learn how to criticize in a productive way based on facts and logic. Many former debaters have testified that participation in debate exposed them to complex ways of thinking which prepared them for what they would face in graduate school and their professional lives. Debate develops skills in organization, clarity and depth of analysis that most students do not encounter until the master's thesis” (Shroeder and Shroeder, 1995: 16 cited in Jeffrey Parcher on www.debateleaders.org/The Value of Debate.htm).

However, Brown argues that the exchange of various opinions on moral, ethical, religious and political issues, such women’s right, abortion, euthanasia etc. which are usually “hot” items for classroom debates, arguments and discussion can easily incorporate feeling and beliefs; here the teachers play an important and sensitive role when they ask students to discuss their beliefs. Some beliefs are deeply ingrained from childhood rearing or from religious training, among other factors. Thus it is easily for students to be offended by other students say (Brown, 2001: 186).

Critical thinking abilities also emerge when students are capable answering evaluation category questions on the discussed texts in the stage of
building knowledge of field and modeling text, which is according to Bloom synonymous to the term of critical thinking (Fisher, 1990: 69-71).

2. The Improvement of Student Participation in Speaking

The implementation of Genre-Based Approach in the teaching of Hortatory Exposition and Discussion Genre can develop students’ participation in speaking. This can be seen from the improvement of students’ interests to get involved in the teaching and learning activities. GBA in the teaching of HE and DG provides immense opportunities of speaking practices through classroom argumentative discussion and debate, which make the classroom situation more active.

The activities such as argumentative discussion and classroom debate are chosen by the teachers to make students familiar with the way these texts; Hortatory Exposition and Discussion Genre, constructed and composed. The discussion whether argumentative or debate was conducted on certain issues by following the generic structure of the texts. The issues being discussed usually reflects students’ interest like teenagers’ world trends. The issues which are controversial are preferable since it can raise the students’ attention. The teachers also suggest the students to use the language features of the texts. The result indicated that the students were stimulated to discuss the chosen issue especially the recent famous controversial issue in the suggested flow of thinking and with
the used language features compatible to Hortatory Exposition and Discussion Genre.

The improvement of students participation in the speaking class after the teachers facilitates students to persuade and to argue in the argumentative discussion and classroom debate can be notified as indicators that the implementation of genre-based approach in the teaching of English can improve students’ motivation to speak.

This is supported by Parcher on www.debateleaders.org/The Value of Debate.htm that stated every empirical study discoverable supports the proposition that debate enhances oral communication skills. Semlak and Shields (1977: 194) concluded that "students with debate experience were significantly better at employing the three communication skills (analysis, delivery, and organization) utilized in this study than students without experience". In line with the statement, Colbert and Biggers noted:

The literature suggests that debaters benefit in at least three areas. First, forensic competition improves the students’ communication skills. Second, forensics provides a unique educational experience because of the way it promotes depth of study, complex analysis and focused critical thinking. Third, forensics offers excellent pre-professional preparation (1985: 237 cited in Jeffrey Parcher on www.debateleaders.org/The Value of Debate.htm).

Several other scholars have written about the urban debate movement (Warner &Bruschke, 2001 cited in Linda M. Collier on UMKC.pdf) reporting that students have improved their grades and speaking skills.
It can be concluded that the strategies in the teaching using Genre-Based Approach, especially the teaching and learning of Hortatory Exposition and Discussion Genre used by the teachers have effectively attracted students’ participation in the way they argue and reason in argumentative discussion and classroom debate. Consequently, their participation in speaking is improved.

3. The Implementation of Genre-Based Approach Makes Writing Easier for Students to Practice

Based on the research findings, the teachers explain their perception on GBA as a teaching of text types. This is inline with Hyland who stated that Genre-based approach (GA) is seen as product-oriented and characterized by a clear consciousness of the functional relationship between the text and context (Hyland 2004) but Bhatia (1999) asserts that it is over-simplified to treat GA as either a product or process approach, because GA needs to integrate not only product and process, but purpose and participants. Along with developing linguistic ability is children’s growing awareness of the way that language is used in different ways for different purposes and social situations. Genre theory offers explanation of how the form a text takes is influenced by its social purpose and cultural context in both written and spoken texts (Kress, 1985; Martin, et al., 1987 cited in Riley&Reedy on http://ecl.sagepub.com). Such ideas, in turn, were developed from a functional linguistic theory of discourse (Halliday, 1975).
The findings also demonstrated that the teachers also agreed that GBA makes English easier for students to apply in real life situation. The fact that the students were able to write texts, especially Hortatory Exposition and Discussion Genre is a proof that Genre-Based makes writing easier to do through understanding of social purpose, generic structure and linguistic features of the texts. This statement parallel to Hyland’s opinion that states by making explicit what is to be learnt, providing a coherent framework for studying both language and contexts, ensuring that course objectives are derived from students’ needs, and creating the resources for students to understand and challenge valued discourses, genre approaches provide an effective writing pedagogy. Thus, providing writers with knowledge of appropriate language forms shifts writing instruction from the implicit and exploratory to a conscious manipulation of language and choice, as Christie (1987: 45) observes, it makes clear ‘‘the ways in which patterns of language work for the shaping of meanings’’ empowers both writers and teachers (Hyland on www.elsevier.com). Hyland also points out that in genre-based writing course, by working with others in activities that have a purpose; students come to see that the target language is a resource they can use to make meaning when they write. Moreover, in learning the language, students not only begin to understand how to create meanings and interpret reality but also develop understanding of how language itself works, acquiring a vocabulary they can use to talk about language itself and its role in the texts (Hyland, 2007: 89-90).
At the heart of this genre-based approach is the belief that, in order to master the written genres of schooling, students need direct instruction. Genre forms should therefore be explicitly taught through the study of models, the learning of genre elements and their sequencing, and the collaborative then solo production of exemplars. According to Delpit (1988: 67) proponents of this approach also argue that such explicit, teacher-directed pedagogy is particularly important for minority students for, they claim, it is through the explicit teaching of the socially powerful genres that the powerless and the disadvantaged in society will gain their rightful access to power (Martin, 1993: 59 on www.geocities.com/narasuman/Essay3.html), this is relevant to the teachers’ perception that GBA helps students to understand the various English written text.

The way GBA helps student in writing is strongly believed due to the fact that GBA focusing on how students can codify meanings in distinct and recognizable ways, by first considers how a text is structured and organized at the level of the whole text in relation to its purpose, audience and message. It then considers how all parts of the text, such as paragraphs and sentences, are structured, organized and coded so as to make the text effective as written communication. (Knapp & Watkins, 1994: 8 cited in K. Hyland on www.elsevier.com).

Therefore, in implementing Genre-Based Approach, the students had the chance to improve their writing competence and this was proven when they were
succeeded to write Hortatory Exposition and Discussion Genre. In other words, Genre-Based Approach helps students to be able to write as supported by Paltrige (2001: 7-10 cited on Benedict Lin, 2006 on www.asian-efl-journal.com). The students, in their assignments and examinations, produce good coherent writing in the genres taught, usually relying on the model texts provided.


The students learning involvements depends on the teachers’ teaching strategies. This points out that teacher is the key in the succeeding the curriculum implementation. Based on the teaching-learning cycle and four areas of genre competence, it is described that the teachers’ roles in the GBA are firstly, as interventionist at the stage of Building knowledge of field and Modeling text where teacher conduct explicit teaching of textual/linguistic pattern, and secondly as facilitator at the stage of Joint construction, Independent construction and Comparing where the activities conducted as the teacher-learner and peer collaboration; planning, drafting, revising and publishing.

Consequently, the teachers in Genre-Based writing course, are confronted with the need to understand how language is used as a communicative resource. They have to categorize the texts they asked their students to write, consider how these texts are similar or different, identify the purposes they serve for writer,
analyze the forms that structure them and understand the context they are used in (Hyland, 2007: 16) and at the beginning of the cycle, direct instruction is crucial as the learners gradually assimilate the task demands and procedure for constructing the genre effectively. The teacher here adopts a highly interventionist role, ensuring that students are able to understand and reproduces the typical rhetorical patterns they need to express their meaning (Hyland, 2007: 130).

Regarding Genre-Based approach as the heir of Hymes’ communicative competence, related to Hyland’s opinion about the teacher’s roles in GBA, Breen and Candlin describe teacher roles in the following term:

The teacher has two mains roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role, is closely related the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and a resources himself, second as a guide within the classroom procedures and activities…a third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (Richard and Rodgers, 2001: 167).

The above statements describe how teachers play important role in the teaching learning activities using Genre-Based Approach, and clear job description about teachers’ role using this approach helps teachers to enhance and develop their strategies in teaching of English.

In SMA N 1 Karanganyar, the proof that students actively participated and involved in the English teaching and learning activities, especially when they
were learning Hortatory Exposition and Discussion Genre, points out that the strategies chosen by the teacher had increased students participation in the teaching and learning. In other words, the implementation of Genre-Based Approach improves teachers teaching strategies.

The teaching and learning English using this approach has also given the bigger chance for teachers to teach students critical thinking. This can be viewed from the fact that the teaching and learning cycle in Genre-Based Approach inline with the techniques suggested in improving critical thinking. In the context of critical thinking movements, strategies and techniques that have been suggested are highly engaged the role of the teachers. First is questioning, an assortment of questioning tactics exists to promote Critical Thinking how a question is asked, the student may use various CT skills such as interpretation, analysis, and recognition of assumptions to form a conclusion. Mills (1995: 21–25) suggested that the thoughtful use of questions may be the quintessential activity of an effective teacher. Other useful functions of questioning strategies offered by Christenbury&Kelly (1983) and Kinsella (1991) summarized in Brown (2001: 169) are: giving students the impetus and opportunity to produce language comfortably, serving to initiate a chain reaction of student interaction among themselves, giving the instructor immediate feedback about students comprehension, and providing students opportunities to find out what they think by hearing what they say.
Second is conducting classroom discussion and debates, both activities can promote critical thinking. Various techniques are available. Bernstein (Bernstein, 1985: 22–24) developed a negotiation model in which students were confronted with credible but antagonistic arguments. Students were challenged to deal with the tension between the two arguments. This tension is believed to be one component driving critical thought. The teacher’s role is crucial here. The development of the argument would not have happened without the intervention of the teacher.

Third is giving written assignment. In-class and out-of-class assignments can also serve as powerful vehicles to allow students to expand their thinking processes. Emig (1983 cited in Stacy E. Walker on www.journalofathletictraining.org) believes that involving students in writing serves their learning uniquely because writing, as process and product, possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies. As a general rule, assignments for the purpose of promoting thought should be short (not long term papers) and focus on the aspect of thinking. This statement related to Brown’s who suggest the teaching writing as a thinking process in which the learners develop their own ideas, can be used as the activities that capitalize on the student’s intrinsic motivation by appealing to self determination and autonomy (Brown, 2001: 80).
Those strategies and techniques to improve critical thinking have been conducted by the teachers in the teaching processes using Genre-Based Approach, especially in the teaching of Hortatory Exposition and Discussion Genre. Questioning is done when teachers assess students’ understanding on a text, classroom discussion and debate are conducted when students discuss an issue from two main points of view or persuade other by defending a thesis and recommending an action, and written assignment is given in the stage of Joint Construction and Independent Construction of text.

Another statement related to the idea that Genre-Based Approach can enhance teaching strategies to improve critical thinking is given by Robert Fisher, he says that the two general components of reading are decoding the words and comprehending the meaning. A text provides only part of the information that the readers need to make sense of the situation described. The reader supplies the rest not merely by recording the message but by constructing a meaningful representation of the text. Thus, by asking the students read a text, and they are asked to understand the text, they actually doing thinking activity, and this, also according to Fisher (1990: 192-193) involves critical thinking (the decoding words, wordparts, phrases and sentence) and creative thinking (the use of imagination, empathy, divergent outcomes and problem solving. Fluent readers not only know more words and more about words, they are able to reason from language. They are able to use the semantics and syntactic clues to predict the
meanings of the unknown words, they are also actively engaged in a problem solving activity, striving for ‘cognitive clarity’ by seeking meaning from words.

Furthermore, Fisher (1990: 195) suggests active strategies of students reading comprehension in order to treat thinking skill, and critical thinking particularly. They are: 1) Monitoring for meaning, checking what the child understand by paraphrasing or summarizing, 2) Questioning the text, clarifying the meaning, monitoring doubts, e.g. by asking “why does it say that?”, 3) Analyzing text features, 4) Elaborating the text, predicting what will come next, adding one’s own thoughts and feelings, 5) Judging the text, evaluating the ideas, features the main points of the text, 6) Reasoning, asking why thing happen or might happen, by asking “What is the reason for?” “What would happen if?” 7) Reviewing, evaluating the purpose of the writer, “What do you think of the book?” Why?”

Regarding Fisher’s statement, Bloom also gives comment (cited in Fisher, 1990: 69-71), the questions that are categorized to the evaluation category (judging and assessing) questions which the thinking process cues involved answering the questions such; How would you judge it, does it succeeded? Will it work? What would you prefer, why do you think so? have been associated with the term “critical thinking”. In other words, Bloom associates critical thinking is synonymous with “evaluation”. It is the highest of six thinking skill, which he calls the “cognitive goals” of education.
The strategies suggested by Fisher above, have also been conducted by the teacher in SMA N 1 Karanganyar when they present a Modeling Text and ask the students to read and understand the text. Therefore, it can be concluded that the implementation of Genre-Based Approach provides teachers teaching strategies in the teaching of English and critical thinking. And consequently, teachers can enhance their teaching strategies in the teaching of English and critical thinking.
CHAPTER V
CONCLUSION, IMPLEMENTATION AND SUGGESTION

A. Conclusion

In this part of the chapter V, the research that had been conducted thoroughly on the topic of The Implementation of Genre-Based Approach and Its Effects in promoting Students Critical Thinking, finally brought the writer to the conclusions. Firstly, the implementation of Genre-Based Approach in the teaching and learning of English at SMA Negeri 1 Karanganyar is relevant with the one that is recommended by GBA teaching and learning instructions. It reveals from the result of the observation on the objectives, the model of syllabus, the strategy and procedure of the teaching and learning activity, especially the teaching and learning of Hortatory Exposition and Discussion Genre. It is also reflected on the teachers’ and students’ roles.

Secondly, the research shows that the implementation of GBA can promote students’ critical thinking abilities, proven by the students’ ability in constructing argument in an argumentative discussion or classroom debate and also in composing argumentative writing in the form of Hortatory Exposition. It is also shown that their argumentation has demonstrated critical thinking abilities such as defining problems, formulating and evaluating solutions, viewing the total
problem and taking action. Others critical thinking abilities revealed from their written argument are the abilities to identify and use rhetorical devices to persuade, explain and argue. These abilities are included to the critical thinking abilities: deciding on an action and interacting with others.

Thirdly, this approach has the potential and good influence to develop the students’ English language competences through understanding different text types. The good influences can be identified in the enhancement of students’ participation in speaking and writing. The enhancement of students’ participation in speaking can be seen from students’ interest to get involved in the speaking activities, especially in the teaching and learning Hortatory Exposition and Discussion Genre in the form of argumentative discussion and classroom debate.

The proof that Genre-Based Approach implementation has good influence in writing is reflected in the way the approach can make writing easier for students to practice by understanding texts’ social purposes and by following the generic structures and language features of the texts. The evidence of this can be identified from students’ capability in writing Hortatory Exposition. The texts produced by the students have reached appropriate criteria as an argumentative writing and consist of critical thinking elements at certain levels such as number of arguments, extent of evidence, and recognition of opposing argument. The students’ texts also clearly aim to persuade the reader and listener. This means
that the texts have covered the generic structures (thesis, argumentation, recommendation) and linguistic features of Hortatory Exposition.

Fourthly, the implementation of GBA enhances teachers’ teaching strategies in the teaching of English and critical thinking. For teachers, Genre-Based Approach promises real benefit in the teaching of English which is proven by the increasing of students’ participation in speaking and students’ capability in writing. This is particularly caused by the way Genre-Based Approach offers direct explicit method and techniques. At the stage of Building of Knowledge of Field and Modeling Text in the teaching of Hortatory Exposition and Discussion Genre, the strategies provided by the teachers using GBA are interesting for students. Strategies such as argumentative discussion or classroom debate invite students to get involved in the activities. And then, at the stage of Joint Construction and Independent Construction of text, clear guidance and simple sequencing make writing easier for students to practice.

In its implementation, Genre-Based Approach also gives teachers opportunities and strategies to teach students critical thinking. This happen when the teachers implement GBA in the classroom activities that includes the suggested strategies and techniques to improve critical thinking. The activities such as meaningful reading, questioning, classroom discussion and debate, and also written assignment that included in GBA are considered as powerful vehicles to promote critical thinking. However, the implementation of GBA requires some
preparations, not only in designing classroom activities that meet students’ needs and curriculum, but also in creating democratic classroom atmosphere that suitable to the critical thinking movements.

The improvement of students’ participation in English and also the promotion of their critical thinking abilities after the teachers applied Genre-Based Approach still need to be developed. Consequently, teachers as the key person in the teaching and learning activities are those who in charge in improving the condition by enhancing their knowledge and mastery on GBA.

B. Implication

The result of the research confirms that the teaching and learning using Genre-Based Approach can promote students’ critical thinking abilities. Especially for students who learn Hortatory Exposition in XI grade of science and social program and Discussion Genre in XII grade science and social program in SMA Negeri I Karanganyar.

Based on the result of the study, the implementation of GBA is an appropriate approach to promote students’ critical thinking. And this study can be an alternative additional reference for teachers in developing their teaching quality by applying suitable technique toward the promotion of students’ critical thinking. Beside, teachers also can apply the GBA for improving students’ way
of thinking, either critical thinking or creative thinking which the combination can be used to treat students’ higher order thinking skills and enable them to be effective problem solver in the future life.

This research is very important to the educational field in Indonesia. The clear description of implementation of Genre-Based Approach in the teaching of English and its effect in promoting students’ critical thinking abilities can be the guidance in implementing GBA during the teaching and learning process. By having the clear description, it is expected that all the educational practioners can take benefit to take further action and appropriate steps in improving students’ competence and critical thinking. It is necessary for the teachers to gain knowledge and to become skilled at Genre-Based Approach. They can do this by intensifying and maximizing the MGMP monthly meeting by conducting workshops and inviting the credible GBA experts. The school can facilitate this by providing teachers with various and complete sources and devices to support the quality of the teaching and learning activities.

C. Suggestions

The research that had been conducted completely, describes the implementation of Genre-Based Approach that can promote students’ critical thinking abilities to XI and XII grader of SMA Negri 1 Karanganyar. From the result, it can be drawn several suggestions.
For teachers, the teaching and learning should be considered as enjoyable adventures that lead to enlighten both teachers and students. Teachers also need to reflect upon their job in education and realize that the job holds a very important role as an agent of social changes. Before conducting teaching and learning activities, it is advisable to prepare and organize every detail of activities in the classroom based on the students needs and curriculum requirements. Regarding the students psychological and cognitive aspects, the teachers should be more creative to motivate student participation in the classroom activities and also more active to keep the students aware with the future challenges by promoting higher order thinking skill such critical thinking and creative thinking. Teachers should take and use every opportunity to reveal the potential of Genre-Based Approach in the teaching of English and at the same time draw together the implementation and the chances to teach students critical thinking.

For students, they should be reminded that mastering of English skill is important but it is not enough to face the future. It is also necessary to be able to solve complicated problem in order to reach the successful life. Students know that any kind information nowadays can be accessed freely and easily, but they need to understand that the information from communication medias such as TV and internet is not always truthful. They need to think critically to decide what to do and what to be believe rationally and logically to avoid being “fooled” or “victims” of irresponsible people.
To the schools principals, it is suggested to provide teachers with building process such as workshops, seminars, training, etc. And in the practices, it is also suggested that the schools as the institutions who implement Genre-Based Approach should supervise the educational practitioners, especially the teachers as the implementers in the teaching and learning activities.
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Catatan Lapangan Hasil Pengamatan

Catatan lapangan No: 01

Waktu pengamatan: 30 Januari 2009, jam ke4-5 (09.00-11.00)

Tempat pengamatan: Kelas XI IPA 3 SMA Negri 1 Karanganyar

Obyek Pengamatan: Kegiatan Belajar Mengajar Bahasa Inggris yang dipimpin oleh Guru EN

Pengamat: Hetty Herawati

Situasi Latar

Kelas XII IPA 3 SMA Negri 1 Karanganyar menempati ruang berukuran 8x9 meter persegi yang menghadap ke arah timur di lantai 2 gedung SMA Negri 1 Karanganyar yang beralamat di jalan AW Monginsidi nomor 3, Karanganyar. Situasi kelas terasa menyenangkan dan terang benderang disebabkan cahaya dan udara yang menerobos masuk dari jendela-jendela disisi kiri dan kanan kelas. Sisi-sisi ruangan yang memisahkan kelas, sisi utara dan selatan tidak berjendela. Sisi-sisi tersebut terbuat dari tembok dengan cat kuning gading. Pintu ruangan hanya satu yang terletak di sisi timur bagian selatan. Lanati berubin warna abu-
abu. Di atap ruangan terdapat empat lampu neon berukuran kurang lebih 40 centimeter.


Di bagian depan ruangan kelas terdapat sebuah papan tulis berwarna putih (white board) yang menempel di dinding. Papan tulis tersebut berukuran kira-kira 3x1 meter. Di atasnya terdapat gambar presiden, burung garuda dan wakil presiden. Di sebelah barat papan tulis tepatnya agak ke depan terdapat sebuah meja kursi guru dengan posisi berhadapan dengan meja kursi siswa.

Pada saat melakukan pengamat terhadap jalannya kegiatan pembelajaran Bahasa Inggris, saya duduk di kursi baris belakang di antara lajur-lajur bagian tengah. Berikut ini disajikan denah ruang kelas XI IPA 3, tempat berlangsungnya pengamatan.
Gambar: Denah Ruang Kelas XI IPA III SMA Negeri 1 Karanganyar

Keterangan gambar:

- Meja guru
- Meja siswa
- Tempat duduk pengamat
- Papan tulis
- Pintu kelas
Jalannya Kegiatan Belajar Mengajar

09.40 WIB


09.50 WIB.

Pada saat kami tiba dikelas, jam menunjukan 09.50 WIB. Guru EN menginformasikan kepada siswa tentang kehadiran saya di kelas dengan memperkenalkan saya kepada siswa. Setelah mereview materi yang disampaikan pada pertemuan sebelumnya, guru EN mengecek kehadiran siswa. Dan ternyata 4 orang siswa yang diketahui tidak absen belum memasuki kelas. Hal ini menganggu kegiatan mengecek kehadiran, karena setelah siswa terlambat tadi duduk, guru EN memberikan komentar untuk keterlambatan siswa-siswa tadi. Beliau mengingatkan betapa buruknya akibat keterlambatan itu dan menyarankan pada seluruh siswa untuk tidak berbuat hal yang sama, atau kalaupun memang ada hal-hal yang mendesak yang membuat terlambat ke kelas, siswa diharuskan memberikan keterangan.

10.00 WIB

Guru EN kemudian memberikan tema pembelajaran hari itu yaitu Teks hortatory exposition.

(Komentar pengamat): guru EN tidak menjelaskan lebih lanjut keterangan tentang Hortatory Exposition dikarenakan pertemuan ini merupakan pertemuan terakhir dari written cycle, sehingga siswa dianggap telah memahami segala sesuatu tentang HE.

Guru EN meminta siswa membuka LKS Bahasa Inggris yang dijadikan sumber pembelajaran pada saat itu pada halaman 18. Guru EN menunjukan sebuah gambar globe, mengajukan pertanyaan, “what is this picture?” yang di jawab secara bersamaan oleh siswa “earth”. Kegiatan agak sedikit terganggu karena kedatangna beberapa siswa yang terlambat, guru EN tidak menanyakan alas an kenapa mereka terlambat, tetapi langsung memberi penjelasan pada kelas bahwa hal tersebut merupakan hal yang tidak boleh dicontoh.

Guru EN melanjutkan penjelasan tentang gambar di LKS dan merujuk pada teks yang dilengkapi oleh ilustrasi tadi, bahwa internet merupakan hal yang sangat dibutuhkan dan sangat penting, kemudian berkata, ”What is the important of internet?”, beberapa siswa menjawab “the need to get information on education, business and entertainment”
10.10 WIB

Kegiatan berlanjut pada modeling text, yang berjudul “TV must be kept away from your house”. “Now pay attention to the title” Siswa diminta untuk membaca dan memahami isi teks. Setelah itu, guru meminta siswa untuk membentuk dua kelompok besar yang akan menyetujui dan tidak menyetujui pernyataan yang ada pada judul teks. “All right, do you understand the text? Siswa menjawab “yes” guru EN melanjutkan dengan mengatakan “Now, I want you to make big groups, two columns in my right will be the pro group, and in my left, you’ll be the cons group, after that you have to decide whether you agree with the title of the text or not. Try to make arguments to support your opinion, and then I want you to write the 3 arguments on the white board, both from the pro and cons group” Guru EN menunggu respon siswa dengan bertanya “do you understand?. Siswa menjawab “yes”

KP: Siswa di kelas XI IPA 3 ini kelihatan tidak menemui kesulitan dalam menangkap dan memahami perintah gurunya. Kondisi ini di nilai merupakan bukti bahwa siswa-siswa memiliki kompetensi bahasa Inggris yang baik, penerapan Genre-Based Approach tidak terlalu sulit diterapkan.

10.20 WIB


10.35 WIB

Menanggapi hal ini guru EN meminta siswa memperhatikan beliau. Disini, guru EN menjelaskan kembali maksud dan tujuan kegiatan yang baru saja dilakukan. Setelah akhirnya siswa tersebut mengerti, guru EN juga menjelaskan kembali
generic structure dari hortatory exposition teks, yang terdiri dari judul, thesis, argument dan rekomendasi. "Hortatory exposition consists of thesis, arguments and recommendation, you can read in your LKS. you have to write the argument pro which means agree with the title, and argument cons which means disagree."
dengan menjelaskan ini, guru EN menuliskan di papan tulis dua buah judul Argument Pro dan Argument Cons kemudian memisahkan kedua judul tersebut dengan garis, sehingga papan tulis terlihat menjadi dua bagian kanan dan kiri.

KP: Siswa yang telah siap menuliskan argumennya ternyata masih belum mengerti apakah argumen kelompoknya termasuk yang pro atau cons. Ternyata masih ada siswa yang belum mengerti tentang perbedaan argumen pro dan kontra berdasarkan pernyataan yang dibahas sejak awal. Ada juga siswa yang belum memahami apakah teks hortatory exposition ini diakhiri oleh reiteration atau recommendation. Setelah dijelaskan siswa tersebut mengatakan ia mengerti, kemudian siswa menuliskan argumen-argumen yang telah mereka buat di papan tulis, baik dari kelompok setuju maupun tidak setuju.

Argument pro dan argument kontra yang disusun oleh siswa dapat dilihat di bawah ini:

<table>
<thead>
<tr>
<th>Argument pro</th>
<th>Argument contra</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TV has a blue light that can damage our eyes if we look at it for a long a time</td>
<td>1. Television is an audio visual communication media, news will be transferred faster to our society</td>
</tr>
<tr>
<td>2. TV can make us lazy</td>
<td>2. TV is an entertainment media</td>
</tr>
<tr>
<td>3. Sometime TV gives bad examples especially for children</td>
<td>3. Television can improve our knowledge</td>
</tr>
</tbody>
</table>

10.40 WIB

Guru EN menjelaskan argument yang telah ditulis siswa, setelah sebelumnya mengoreksi kalimat yang masih salah grammarnya. Beliau meminta siswa untuk menulis sebuah teks hortatory exposition berdasarkan argumen-argumen yang telah disusun sebelumnya, jadi akan ada dua buah pendapat yang tertuang pada
teks, yaitu yang setuju dan yang tidak setuju. Keduanya menggunakan argument argumen yang telah ditulis di papan tulis. "All your argument are correct, we can see there are two arguments, pros and cons, now I want you to make a hortatory exposition based on the arguments in the white board. Again you’ll write according to which argument that you had constructed before. So there are two kind of texts, one who agree with the title and the other disagree. Guru EN juga memberi petunjuk dalam penulisan teks oleh siswa, dia juga menyarankan siswa untuk membuat dan mencari judul sendiri, menyusun thesis dan mengembangkan argument dengan pilihan kalimat-kalimat masing-masing yang tidak mengabaikan unsur tata bahasanya.

10.45 WIB

Appendix 2, the example of field note (Interview)

Catatan Lapangan Hasil Wawancara

Catatan lapangan no: 01

Waktu pengamatan: 2 Februari 2009, jam 07.45-08.30

Tempat pengamatan: Teras ruang guru SMA N 1 Karanganyar

Objek Wawancara: Guru ED (Pengajar Bahasa Inggris) di SMA N 1 Kra

Pewawancara: Hetty Herawati

Topik wawancara: Genre-Based Approach, Hortatory exposition and Discussion Genre

Situasi Latar

Tempat dilakukannya wawancara adalah teras ruang guru SMA N 1 Kra di lantai dasar gedung bagian selatan yang membujur dari barat ke timur. Teras dengan panjang kurang lebih 7 meter, lebar 3 meter dan tinggi atap 3,5 meter itu berada berada di depan ruang guru, tepatnya teras menuju ruang guru. Teras ini posisinya agak tinggi dari jalan sehingga ada tangga dengan tinggi kurang lebih 1 meter. Di samping utara teras dibangun tembok pembatas yang membatasi teras dengan jalan utama dan lapangan. Pembatas ini tingginya kurang lebih 50 centimeter dan lebar 25 centimeter, persis di luar pagar batas ini, terdapat tumbuhan hias yang ditaman sejajar dengan pembatas, sehingga kesan yang timbul terass ini mejadi asri. Di bagian selatan teras terdapat tembok pembatas ruang guru yang di lengkapi jendela-jendela berukuran 40X20 centimeter di
bagian atas. Di sisi tembok tersebut ada dua buah pintu lebar tempat keluar masuk menuju ruang guru. Pintu-pintu tersebut menghadap utara.

Pada saat melakukan wawancara dengan guru ED, saya duduk bersisian dan berhadapan di tembok pagar pembatas yang di baliknya terdapat tanaman hias. Berikut ini disajikan posisi pengamat dan guru ED yang sedang melakukan wawancara

Transkrip Wawancara

Setelah mengadakan perjanjian terlebih dahulu, saya (peneliti) menemui guru ED yang berada di teras kelas XI IPA 1 setelah kegiatan upacara bendera. Kemudian kami berjalan bersama menuju ruang guru, tetapi pada saat itu di dalam telah banyak guru, sehingga ruangan menjadi ramai, akhirnya kami putuskan untuk melakukan wawancara di teras. Di teras tersebut peneliti mengemukakan maksud untuk mengadakan wawancara yaitu untuk mendapatkan beberapa informasi yang diperlukan dari guru ED sebagai pengajar Bahasa Inggris di kelas XII IPA.

1. (Pertanyaan dari pewawancara) Bagaimana persepsi ibu tentang GBA?
Guru ED: GBA itu spesifik, memudahkan anak mengaplikasikannya. Anak dapat memilah-milah, misalnya anak membuat teks analytical atau hortatory, anak mendapat gambaran dan berargumen dalam diskusi. Baik Analytical maupun Hortatory membuat anak mendapat gambaran dan berargumen dalam diskusi dengan cara berpikir kritis”..

2. Apa saja objectives dalam pengajaran menggunakan GBA terutama dalam pengajaran Discussion Genre?
Guru ED: Discussion Genre itukan untuk mendiskusikan dua point yg berbeda, ada argument pro dan kontra, tujuannya adalah bagaimana kalo seperti ini, oh
saya punya argument seperti ini, satunya punya argument seperti ini. Ada dua yang perlu dipertemukan dan tergantung nanti bagaimana kesimpulannya.

3. Pengajaran dengan GBA sebenarnya tujuannya bukan hanya mengetahui text types tapi juga membuat siswa mampu menulis, bagaimana menurut ibu tentang pendapat itu?

Guru ED: ya memang secara teori seperti itu, tapi kalo melihat mungkin itu bisa tapi dalam bentuk yang sederhana sekali, tidak seperti kaya tulisan opini, dengan cara yang sederhana, misanya penempatan kalimat-kalimat yang sederhana, kesalahan kecil itu biasa yang penting dia bisa mengungkapkan, ini lho ciri-cirinya seperti ini jadi tidak ada overlap, tidak ada kekeliruan antara exposition dan discussion. Bisa tapi dalam bentuk yang sederhana. Paling kan kalau struktur kebahasaanya dipakai seperti conjunctions sederhana seperti “but” atau “however”. Jadi kita mengajarkannya saja

4. Ada pendapat yang mengatakan bahwa kegiatan menulis itu melatih anak untuk berpikir, bagaimana menurut pendapat ibu tentang hal itu?

Guru ED: ya bener, karena paling enggak dia bisa mengungkapkan ide-ide dia dalam bentuk tulisan, tapi itu juga perlu detail juga bisa melatih anak.

5. Selama ini ibu melihat kesulitan anak dalam menulis dalam Genre-Based itu apa bu?


6. Kegiatan menulis discussion teks, analytical ataupun hortatory adalah kegiatan yang mampu membuat anak berargumen bagaimana menurut ibu?
Guru ED: ya betul, nanti kan ada yang pro dan kontra, nanti kan dia punya argumennya. Misalnya dalam tulisan argumen anak nanti kan kelihatan, mana yang kira-kira irrelevant kan kelihatan juga.

7. Kegiatan membaca teks discussion dan hortatory, kemudian menjawab pertanyaan, terutama pertanyaan “kenapa” “bagaimana menurutmu?” , apakah anak-anak dapat menjawab dengan baik?

Guru ED: ya, tapi ada kendala bahasa, jadi kami bantu dalam mengungkapkannya, oh ini toh yang kamu maksudkan?

Misalnya, anak-anak menjawab pertanyaan tentang data abortsi di Amerika, ‘what do you think of the finding?’ mereka responnya macem-macem. Kadang atau yg jelas kalau mereka belum mengatahui kebudayaan, mereka berpikir kontras sekali dengan disini dengan kebudayaan timur, saya menengahi. Menurut saya guru harus memberi pengertian cross cultural awareness, pemahaman tentang budaya orang, discussion teks memberi kesempatan untuk menjelaskan pemahaman culture awareness dan wawasan yang lainnya. ini dapat mengajarkan tergantung tema apa, abortion yang masih dilemma kita bias masuk kesana. Contoh lainnya, suntik mati, diskusi, apabila ada anak yang setuju harus membuat,menguatkan opini mereka dengan argument dan akhirnya bias menambah wawasan, keadaan yang terjadi di Negara lain.

8. Langkah-langkah dalam pengajaran, ibu mengadopsi yang ada di buku ini?

Guru ED: ya..tapi saya cari sunber-sumber lain, kebanyakan terwakili, kadang dari buku Look a Head dan lks. Dalam BKOF (Building knowledge of field) anak-anak membaca sambil mengenalkan generic structure dalam pembahasan reading text, menuju intinya sambil apa yang menjadi isu baru masuk ke topic. Mereka ada pengalaman dari analytical dan hortatory exposition. Di akhir pembelajaran anak-anak tidak harus membuat teks, tapi cuup membuat prensentasi
9. Kriteria yang ibu gunakan untuk menilai hasil tulisan siswa apa saja?

Guru ED: Isi, tema…isinya sesuai dengan tema atau tidak, ya mungkin unsur kebahasaannya juga grammar, pilihan kata…bagaimana. Soalnya conjunctions juga penting seperti, however, on the contrary, on the one hand atau on the other hand. Untuk presentasi, saya menilai performance, fluency, content, terus grammarnya..setelah presentsi anak-anak berdiskusi…

10. Bagaimana menurutu ibu tentang pembagian jenis teks untuk setiap kelas?

Guru ED: itu kan dari kurikulum. Itu sudah bagus, dilihat dari tingkat kesulitannya, kan gak mungkin discussion dulu di kelas X

11. Melihat respon siswa, apakah mereka tertarik dengan pembelajaran Discussion Genre ini?

Guru ED: siswa tertarik karena tema-tema yang discussion kebetulan yang sekarang-sekarang, jadi juga mereka ingin mengungkapkan, contoh kenaikan harga BBM, mereka tertarik untuk berbicara. Interest. Tapi ada juga yang senang banget, tapi juga ada yang enggan. Terutama tergantung tema…kalau smoking itu menarik. Tapi kalau temanya MLM (multi level marketing), anak-anak belum mengetahui, istilah-istilahnya jadi mereka tidak tertarik. Teks discussion juga encourage siswa untuk aktif dalam speaking karena ada dorongan berargumen. Lebih menantang. Contoh, ada data tentang aborsi, apa pendapatnya, meminta anak menganalisa.

12. Anak-anak kelihatan bagaimana responnya dalam mengikuti kegiatan belajar mengajar?

dengan argument yang disediakan atau membuat closing/recommendation, anak-
anak disuruh membuat kalimat-kalimat melengkapi teks.

13. Syllabus yang ibu gunakan?

Guru ED: Syllabus yang sesuai dengan yang dianjurkan Diknas dan kurikulum, yang disusun bersama MGMP (Musyawarah Guru Mata Pelajaran) Bahasa Inggris kabupaten Karanganyar tapi saya modifikasi disesuaikan dengan kompetensi siswa.

Komentar Pengamat: Berdasarkan wawancara dengan guru ED yang mengampu pelajaran bahasa Inggris, yang sudah menerapkan Genre-Based Approach dalam pembelajaran di kelasnya. Dapat diambil kesimpulan bahwa guru ED banyak mengetahui tentang GBA. Terlihat beliau telah menguasai konsep-konsep Genre-Based Approach yang telah diterapkan dalam kegiatan pembelajaran bahasa Inggris dan mampu menangkap maksud dan mencari cara paling cocok dengan kondisi siswa-siswa yang diajarinya. Ketika menjawab pertanyaan tentang penerapan GBA yang memunculkan daya pikir kritis siswa, guru ED tidak langsung menjawab, kemungkinan karena masih kurang familiar dengan istilah ini, namun ketika mengetahui ciri-ciri siswa yang memiliki daya pikir kritis adalah yang mampu berargumen dengan logis dan mampu membujuk meyakinkan orang lain bahwa pendapatnya benar dengan mengemukakan bukti-bukti kuat, guru ED dapat menghubungkannya dengan kegiatan siswa ketika mereka belajar tentang Analytical dan Hortatory Exposition maupun Discussion Genre.
Appendix 3, the example of field note (Interview)

Catatan Lapangan Hasil Wawancara

Catatan lapangan no: 05
Waktu pengamatan: 3 Februari 2009, jam 09.00-09.35
Tempat pengamatan: Ruang Guru SMA Negri 1 Karanganyar, Jl. AW Monginsidi No.3
Objek Wawancara: Guru YY (Pengajar Bahasa Inggris) di SMA N 1 Kra
Pewawancara: Hetty Herawati
Topik wawancara: Genre-Based Approach dan Hortatory Exposition

Situasi Latar

Tempat dilakukannya wawancara adalah ruang guru SMA N 1 Karanganyar. Ruang yang berada di bagian selatan komplek utama SMA N 1 ini menghadap utara dengan dua pintu yang sama-sama menghadap utara. Luas ruang ini kurang lebih 10x10 m2. Di dalam terdapat mejakursi guru yang ditata menghadap ke barat bersisian agak rapat, terdiri dari 4 deret dan 7 baris. Banyaknya meja kursi membuat ruangan sedikit padat, sehingga ruang antara deret hanya dapat dilewati satu orang.

Di dinding bagian barat, terdapat papan tulis putih besar, di samping kanannya terdapat papan jadwal mengajar. Tepat di bawah papan tulis putih besar itu, terdapat meja panjang yang dibelakangnya diisi 4 buah kursi. Di sebelah selatan meja kursi ini, terdapat dua buah unit computer yang diletakan pada dua buah meja saling berpunggungan dan satu kursi untuk masing-masing meja tadi.
Keterangan Gambar

- Papan tulis
- Meja komputer
- Meja guru
- Pintu
- Pewawancara
- Obyek Wawancara

Ruang guru SMA N I Karanganyar
Transkrip Wawancara

1. Bagaimana persepsi ibu tentang Genre-Based Approach?

Guru YY: Pengajaran dengan GBA itu menyampaikan materi kepada siswa yang tidak terbatas pada satu tema saja. Tapi tema bisa dengan banyak hal yang terkait dengan jenis text type yang ada atau dipelajari, dengan demikian siswa akan lebih berkembang dan lebih bebas mengakses dalam arti tema-tema yang mereka sukai tapi masih dalam koridor genre tadi.

2. Apa saja objectives atau tujuan pembelajaran menggunakan GBA?

Guru YY: siswa memahami isi teks dengan konteksnya, dan juga memahami fungsi teks itu sebenarnya apa dalam penyampaian materi

3. Syllabus yang ibu gunakan?

Guru YY: syllabus yang saya gunakan yang disusun oleh MGMP (Musyawarah Guru Mata Pelajaran) Bahasa Inggris Karanganyar, tapi saya sedikit modifikasi terkait keterbatasan siswa, contoh ada penambahan materi terkait dengan teksnya dalam pembelajaran analytical exposition

4. Strategi apa saja yang ibu aplikasikan dalam pembelajaran teks Hortatory Exposition?

Guru YY: pada tahap modeling of text, memperkenalkan kata-kata/ kosa kata baru yang ada di dalam teks, kemudian anak-anak saya ajak untuk berpendapat thd sebuah isu/kasus, baru mereka memperdebatkan. Setelah itu anak saya beri tugas dalam tahap written cycle anak harus selalu menghasilkan teks.

5. Bagaimana respon anak-anak terhadap hortatory exposition?

Guru YY: anak-anak respon thd hortatory exposition, sebenarnya tingkat kerrresponan itu itu bisa dilihat dari respon siswa yang secara antusias menanggapi ketika kasus yang diangkat menarik. Mereka lebih aktif dalam berbicara dan menuangkan ide dalam tulisan.
6. Apa saja peran guru dalam penerapan GBA dan khususnya pembelajaran hortatory exposition?

Guru YY: saya sebagai pendamping, pengantar diawal, memberi kasus, memberi kesimpulan atas perdebatan mereka.

7. apa saja peran siswa dalam pembelajaran menggunakan GBA dan pembelajaran hortatory exposition pada khususnya?

Guru YY: siswa melakukan tugas mandiri, anak diminta mengumpulkan kasus-kasus yang menarik perhatian mereka.

8. adakah tanda-tanda atau indicator bahwa siswa menggunakan daya pikir kritisnya dalam pembelajaran hortatory exposition?

Guru YY: ada anak yang respon ada juga yang biasa. Tapi keinginan mereka menuangkan ide dan berargumen sudah memenuhi, ada dampak tugas-tugas terhadap kepekaan anak menyikapi isu-isu yang terjadi di masyarakat

Pewawancara: Terima kasih bu atas waktunya. Wassalaamu’alaikum.

Komentar Pewawancara: Berdasarkan wawancara dengan guru YY dapat disimpulkan guru YY telah mengerti konsep-konsep Genre-Based Approach yang diterapkan dalam pembelajaran Bahasa Inggris, terutama pembelajaran hortatory exposition yang beliau ampu di kelas XI. Penerapan kurikulum GBA oleh guru YY disesuaikan dengan kondisi kelas, dikarenakan siswa yang diampu adalah siswa program sosial yang notabene kurang dalam kompetensi maupun motivasi, guru YY mengambil strategi pembelajaran yang dapat membuat anak tertarik terlibat didalam kegiatan pembelajaran.
Appendix 4, the example of field note (Interview)

Catatan Lapangan Hasil Wawancara

Catatan lapangan no: 06

Waktu pengamatan: 9 Februari 2009, jam 08.30-09.30

Tempat pengamatan: Perpustakaan SMA Negri 1 Karanganyar

Pewawancara: Hetty Herawati

Objek wawancara: Metadika and Phike, siswa kelas XI IPA 3,

Topik wawancara: Hortatory Exposition

Situasi Latar


Tepat berhadapan dengan pintu masuk yang menghadap ke timur, terdapat meja resepsionis yang berbentu setengah lingkaran, sehingga menutupi kursi - kursi yang di letakan di belakang meja tadi. Ketika pengamat memasuki perpustakaan, petugas dengan ramah menyapa. Berikut adalah denah perpustakaan SMA N 1 Karanganyar
Perpustakaan SMA N 1 Karanganyar

- Meja komputer
- Meja dan bangku
- Pintu
- Pewawancara
- Obyek Wawancara
- Rak buku
Transkrip Wawancara

Pewawancara : Apa yang anda ketahui tentang hortatory exposition?

Student PK (XI IPA 3): Teks Hortatory Exposition menurut saya penting untuk dipelajari terutama oleh siswa SMA, HE merupakan sebuah wacana yang bertujuan untuk mempengaruhi orang lain agar dapat melakukan sesuatu sesuai dengan yang kita inginkan dan disertai dengan argument logis.”

P: Bagaimana pendapat anda tentang pembelajaran teks hortatory exposition?

Ya saya tertarik, karena teks tersebut berisi argumen-argumen yang nyata, logis dan dapat diterima akal sehat. Hortatory exposition biasanya berisi isu-isu yang sedang berkembang dan dalam hortatory itu memberikan argumen-argumen yang mendukung suatu pendapat.

P: Isu apa yang membuat anda tertarik pada pembelajaran hortatory exposition?

Untuk isu-isu yang sedang berkembang di masyarakat atau masalah-masalah yang sedang dialami di masyarakat

P: Apakah anda merasa tertantang ketika harus berargumen memperdebatkan isu yang menarik tersebut?

Ya karena saya harus mempertahankan pendapat saya

P: Apa kiat anda dalam mencari dan membuat argumen untuk bisa meyakinkan orang lain supaya setuju dengan anda?

Mencari dan membuat argumen berdasarkan kenyataan yang terjadi dan mencari dari sumber-sumber yang dapat dipercaya.
P: Ketika anda diberi teks hortatory exposition, anda dapat mencari statement of
the thesis, mencari alasan dan penjelasan, mencari recommendation, atau yang
sesuai dengan generic structure-nya?

Ya bisa

P: Ketika anda berdiskusi memperdebatkan sebuah isu, misalnya isu tentang
"apakah partai politik membuat pemerintah Indonesia menjadi lebih baik?
Bagaimana pendapat anda tentang isu tersebut, apakah setuju, atau tidak setuju?

Setuju, karena dengan adanya parpol rakyat/masyarakat dapat berharap
pemerintah Indonesia menjadi lebih baik dengan memilih perwakilan dari parpol-
parpol tersebut menjadi pemerintah dan pemimpin negara Indonesia.

P: Anda bisa membuat thesis untuk isu tersebut?

Bisa, ehm..Pemerintahan di Indonesia menganut pemerintah yang demokrasi,
dimana dadalamnya terdapat partai-partai politik. Partai politik dapat berfungsi
sebagai sarana komunikasi politik yang dapat menyampaikan aspirasi masyarakat
sehingga partai politik dapat membuat pemerintah Indonesia menjadi lebih baik.

P: Anda bisa membuat argumen untuk mendukung thesis anda tadi?

Bisa..pertama, partai politik merupakan saran untuk menyampaikan aspirasinya
sehingga dapat menyampaikan kepada pemerintah tentang apa yang diinginkan
rakyat..terus, kedua, melalui partai politik kita dapat menaruh harapan terhadap
kemajuan bangsa kita dengan memilih calon-calon wakil rakyat dari partai
politik-partai politik tersebut.

P: Anda bisa menguatkan argumen tadi dengan menggunakan sumber-sumber
atau bahan yang terpercaya?
Contohnya, melalui berita-berita atau jajak pendapat yang disiarkan di televisi kita dapat menguatkan argumen-argumen kita.

P: Rekomendasi apa yang bisa anda sarankan terkait thesis dan argumen tadi?

Rekomendasi saya, partai politik membuat pemerintah Indonesia lebih baik, sehingga kita harus memilih wakil-wakil dari partai politik-partai politik itu menurut hati nurani, karena itu dapat mempengaruhi masa depan bangsa Indonesia, konsekuensinya, rekomendasi kita belum tentu sesuai dengan keinginan orang lain.

P: Apakah anda bisa menerima pendapat yang berbeda dengan pendapat anda?

Bisa, karena pendapat kita belum tentu bisa diterima oleh orang lain dan pendapat orang lain dapat menyempurnakan pendapat kita.

Pewawancara melanjutkan wawancara dengan siswa Metadika, wawancara yang dilakukan dengan siswa Metadika dilakukan dengan rekomendasi guru EN sebagai pengampu pelajaran Bahasa Inggris di kelas XI IPA 3. Metadika adalah siswa yang menjadi salah satu anggota team debat SMA 1 Karanganyar yang telah berhasil memenangkan kejuaraan debat pada bulan Desember 2008.

Pewawancara: apa uang mbak ketahui tentang Hortatory Exposition?


P: Apa social purpose dari Hortatory Exposition?
Menurut saya HE itu susahnya mempengaruhi pembaca agar setuju dengan penulisnya tapi juga untuk meninjau informasi

P: Kalau Generic Structurenya?


P: Mbak tertarik dengan pembelajaran HE?

Ya sedikit banyak tertarik, saya itu masalah menulis itu tidak terlalu, lebih tertarik pada berbicara dikelas.

P: Apa saja yang dilakukan dalam pembelajaran HE di kelas?

Waktu di kelas ada pelajaran HE itu, bu guru EN di salah satu kelas dibagi menjadi dua kelompok, biasanya dikasih, misalnya temanya merokok itu tidak sehat, lha nanti dua kelompok itu ada yang setuju dan tidak setuju. Nanti disuruh buat kalau yang setuju itu thesisnya apa, terus ada argumen-argumen, begitu juga kelompok yang tidak setuju.

P: setelah mempelajari HE, apakah ada perubahan dari pola pikir mbak?

Ya, kalau ternyata dari satu masalah memang bisa dilihat dari 2 sudut pandang, kalau ternyata satu bentuk itu ada sisi kiri dan kanan. Kemudian dari belajar HE kita bisa dapat informasi.

P: Isu-isu apa yang paling menarik untuk dibicarakan?

Kalau saya paling suka multi partai itu, kan dulu pernah dapat tema multi party is not fit for our country. Nah itu saya suka sekali, saya suka memberikan alasan,
multi partai cocok buat Indonesia. Kemudian saya juga suka yang tema seragam harus dihapuskan dari sekolah.

P: Jadi tema yang masih berhubungan dengan dunia remaja?

Ya gak selalu, malah pernah dapat tema susah, saat itu saya dapat tema yang harus memberi alasan merokok itu tidak merusak kesehatan atau merokok itu penting.

P: Mbak bisa memberi alasan?

Ya, kalau saya waktu itu saya Cuma, pokonya kalau ternyata pabrik rokok menyerap tenaga kerja, kata bapak saya yang perokok juga. Meroko itu dapat menghilangkan stress, kata bapak saya setelah merokok itu segar jadi kerjone ya tambah semangat.

P: jadi dengan HE mbak jadi bisa berargumen, menurut mbak, berargumen itu penting?


P: Kalau begitu, dalam berargumen kita harus kuat, bagaimana kiat-kiat mbak membuat argumen yang yang kuat supaya dipertimbangkan oleh orang laon?

Tentu saja argumen itu harus logis, bisa diterima nalar. Ya argumen itu nggak debat kusir gitu, harus masuk akal. Harus ada contoh-contohnya, memang pernah terjadi itu lebih bagus.
P: Mbak masih ingat waktu di kelas dalam pembelajaran HE, mbak diberi tema dan disuruh membuat argumen, seperti apa argumennya?

Ya, pernah ngebahas satu sebuah isu, terus disuruh buat argumen temanya TV harus dijauhkan dari rumah, nah itu saya kebagian yang tidak setuju, saya harus mengungkapkan alasan kenapa, kalau waktu itu thesisnya Kan TV itu sebagai media pembelajaran, di TV itu aad acara-acara yang mengasah otak dan acara hiburan asal bukan yang sinetron jadi kita lihat TV itu bisa dapat informasi bisa dapat pengetahuan yang seperti Discovery Chanel, dunia bawah laut. Itu penting buat kita, apalagi kita tahu teknologi diciptakan manusia untuk meringankan pekerjaan manusia, membuat hidup manusia itu lebih lengkap, jadi kalau TV itu wajib ada di rumah.

P: Apa rekomendasi mbak untuk itu tersebut?

Ya itu tadi, TV harus ada di rumah.

P: Apa konsekuensi dari rekomendasi mbak?

Mungkin ada kaitannya dengan pengelola stasiun TV, harus menyiarkan berita atau acara yang bermanfaat, jangan sinetron-sinetron yang mengganggu. Sayangnya kebanyakan chanel di kita itu banyak sinetron yang ga penting.

P: Apakah mbak tertarik dengan debat? Kenapa?

P: Apakah kegiatan seperti debat itu bermanfaat dalam pembelajaran bahasa Inggris?


P: Kalau mbak mendengar pendapat yang berbeda dengan pendapat mbak, bagaimana sikap mbak?

Kalau di debat saya harus mengatakn saya tidak sependapat dengan anda. Tapi tetap harus didengarkan. Pendapat orang lain walaupun beda, kan mereka mengungkapkan pendapat itu tidak asal

P: Apabila ada iklan produk pemutih wajah yang mencoba mempengaruhi mbak untuk membeli dan memakainya, bagaimana sikap mbak?

Memang harus dicoba tapi harus dipikir-pikir dulu. Produknya dari mana, berbahaya atau tidak. Kalau saya nanya ibu saya dulu, itu benar atau tidak, yang pake sudah ada korban atau tidak.

P: Mbak bisa menceritakan lomba debat yang pernah mbak ikuti?

P: Lomba debat itu sebelum atau sesudah belajar HE?

Belum bu.

P: Andaikan dulu sebelum debat belajar HE dulu, bagaimana menurut mbak?

Betul bu, saya waktu itu belum matang, belum berpengalaman.

P: Kalau debat kelas itu, temanya apa lagi?


P: Setelah berdebat, siswa harus membuat teks. Menulis teks HE. Ketika proses menulis, apakah mbak merasa kemampuan berpikir jadi lebih tertantang?

Betul bu, yang jelas berpikir dan menambah mengeksplor pikiran kita. Kenapa kita setuju, kita juga pasti waktu menulis alasan itu mempertimbangkan memikirkan kira-kira sanggahan dari lawan seperti apa.

P: Mbak merasakan manfaat dari kegiatan menulis HE?

Sangat. Kita belajar memperthankan pendapat kita, belajar berpikir kritis, memprediksi sanggahan apa.

Appendix 4, the example of field note (Interview)

Catatan Lapangan Hasil Wawancara

Catatan lapangan no: 07

Waktu pengamatan: 11 Februari 2009, jam 08.30-09.30

Tempat pengamatan: Perpustakaan SMA Negri 1 Karanganyar

Pewawancara: Hetty Herawati

Objek wawancara: Ima Nurul Fitriyah

Topik wawancara: Discussion Genre

Situasi Latar


Tepat berhadapan dengan pintu masuk yang menghadap ke timur, terdapat meja resepsionis yang berbentu setengah lingkaran, sehingga menutupi kursi - kursi yang di letakan di belakang meja tadi. Ketika pengamat memasuki perpustakaan, petugas dengan ramah menyapa. Berikut adalah denah perpustakaan SMA N 1 Karanganyar.
Perpustakaan SMA N 1 Karanganyar

- Meja komputer
- Meja dan bangku
- Pintu
- Almari
- Pewawancara
- Obyek Wawancara
- Rak buku
Transkrip Wawancara

Pewawancara : Apa yang anda ketahui tentang Discussion Genre?

Student Ima (XII IPA 3): Discussion teks adalah suatu teks yang memperdebatkan 2 pendapat dari sudut pandang yang berbeda dan menanggapi masalah tersebut.

P: Bagaimana pendapat anda tentang pembelajaran teks discussion ini?

Dengan pembelajaran diskusi kita bisa menyampaikan atau memaparkan suatu masalah (problem) yang memacu kita untuk berfikir rasional dan kritis terhadap suatu permasalahan.

P: Apakah anda merasa tertarik, apa alasan ketertarikan anda?

Ya saya tertarik, karena kita bisa mendengar atau mengerti banyak pendapat yang kemudian kita bisa menyimpulkannya. Terus, karena kita bisa berpendapat secara bebas dan selanjutnya kita bisa mendengar, mengerti, banyak pendapat.

P: Isu apa yang menarik untuk ditanggapi atau didiskusikan dalam pembelajaran teks ini?

Isu mengenai perdebatan, kaya ‘apakah kita pergi ke paranormal/pengobatan alternative termasuk syirik (menyekutukan Alloh)?

P: Apakah anda merasa tertantang ketika harus berargumen memperdebatkan isu yang menarik tadi?

Ya karena kita memandang dari berbagai segi, sulit untuk mempersatukan argument tersebut.
P: Menurut anda, supaya argument kita meyakinkan kita harus bagaimana?

Mencari bukti-bukti dari pandapat kita yang disusun secara rasional dan nyata

P: Bisakah anda mengenali generic structure dari teks discussion ini?

Bisa

P: Sekarang, contoh bila kita mendiskusikan isu tentang “apakah partai politik membuat pemerintah Indonesia menjadi lebih baik?” bagaimana anda menanggapi isu tersebut?

Menurut saya, partai politik tidak begitu membawa dampak yang baik untuk masyarakat, karena lebih mementingkan kelompok daripada rakyatnya.

P: Kalau begitu, anda memnbuat statement of issue-nya?

Saya pikir bisa, Menurut saya dari segi positif nya partai politik bisa membantu roda pemerintahan atau mendapat dukungan partai. Tapi segi negatifnya adalah mungkin pemerintah hanya akan mementingkan kelompok partainya saja.

P: anda bisa membuat baik argument for atau argument against nya/

Untuk argument for, melalui partai politik, presiden memiliki kekuatan yang besar dalam menghadapi roda pemerintahan, terus untuk argument against, pemerintah hanya akan memikirkan kelompok partainya saja.

P: Untuk menguatkan argumen-argumen anda, bisakah menggunakan sumber bahan yang terpercaya?

Bisa, misalkan melalui bukti-bukti nyata yang dapat disimpulkan dari semua hasil kenerja presiden yang berasal dari parpol
P: Setelah membuat argument, rekomendasi apa yang anda berikan?

Apa ya…mungkin banyak parpol yang merasa dirugikan dan tersindir

P: Kalau ada pendapat yang berbeda dengan pendapat anda, apa anda bisa terima?

Bisa, asal argument itu bisa dipertanggung jawabkan

Appendix 5, Pictures of Hortatory Exposition teaching and learning activities in XI grade Social Science Program 3, SMA Negri 1 Karanganyar.
Appendix 6, The Examples of Students’ Exercises in the Teaching and Learning of Hortatory Exposition

UNIT 1

HORTATORY EXPOSITION

A. Building Knowledge of Field
Activity 1

*Look at the picture and answer the questions orally!*

1. Have you ever seen this phenomenon?
   __________________________________

2. Where do you usually see this phenomenon?
   __________________________________

3. How do you feel when you see a phenomenon like this?
   __________________________________

4. Do you think begging is good for a child?
   __________________________________

5. What should they do?
   __________________________________

6. What must we do?
   __________________________________

7. What should the government do?
   __________________________________

Activity 2

*Listen and repeat after your teacher. Then find the meaning of these words!*

*Number one has been done.*
1. Labour  : Buruh

2. Reduction  :
   ........................................

3. Manufacture  :
   ........................................

4. Employers  :
   ........................................

5. Troublesome  :
   ........................................

6. Undesirable  :
   ........................................

7. Poverty  :
   ........................................

8. Battle  :
   ........................................

9. Nimble  :
   ........................................

10. Earn  :
    ........................................
Activity 3

Listen to your teacher reading to complete the text.

International Labour Organisation’s (ILO) …… (1) project is the reduction of child-labour

The use of child-labour in the …… (2) of products is very strong in East Asia. Children as young as six and seven work at jobs from 6.00 a.m. to 6.00 p.m. They work in conditions which are very …… (3) They are just given one meal a day.

ILO recognizes the fact that child labour has been around for a long time. In the UK, there used to be children of five and six years working in the cloth mills of Lancashire and in the coal mines. … (4) found children less troublesome. They could also be paid less

Nowadays child labour is very common in Asia and Africa. In India and Afghanistan employers use child labour in the carpet and glass industries. They …… (5) that young children have nimble fingers. They can do the job better than adults.

Child labour is ……(6). Yet it seems to be necessary in low-income countries. Poverty often makes child labour necessary. Poor families need the money that their children …… (7).

Schooling is necessary in …… (8) against child labour. One of the main problems with schooling is its cost. Parents have to find the money for school fees, uniforms, school books and pencil. Then there is the cost of transport to school. An ILO report in 1996 recommended that income of parents must be …… (9). If they get a better income, these
children would be sent to school. So the first …..(10) should be to provide skills training for parents. Then they would be able to earn more and be able to send their children to school.

(Based on ILO Child-labour-1996)

Activity 4

Answer the following question based on the text!

1. What is the major project of International Labour Organization’s (ILO)?
2. Who is child labour?
3. Where does child labour come from?
4. Why do many carpet and glass industries use child labour?
5. What should be done to eliminate child on labour?

Activity 5

Read the text above and pay attention to the following analysis on generic structure.

<table>
<thead>
<tr>
<th>Thesis</th>
<th>International Labour Organisation’s (ILO) major project is the reduction of child-labour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Argument</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Child labour has been around a long time</td>
</tr>
<tr>
<td></td>
<td><strong>Expansion</strong></td>
</tr>
<tr>
<td></td>
<td>- UK – 5 &amp; 6 year olds working</td>
</tr>
<tr>
<td></td>
<td>- Employers:</td>
</tr>
<tr>
<td></td>
<td>1. Children less trouble</td>
</tr>
<tr>
<td></td>
<td>2. Paid less</td>
</tr>
</tbody>
</table>
2. Child labour is common in Asia and Africa - In the carpet & glass industries
   - Employers:
     1. Children have nimble fingers
     2. They do better than adults

3. Child Labour is necessary in Low-income families - Poverty makes child labour necessary
   - Poor families need the money

4. Schooling is necessary Problems:
   - Cost of fees, uniforms, books and pencils
   - Transport to school

**Recommendation:**
Income of parents must be raised. Provide skills for parents.
Then they earn more and can send children to school.

**Language Expression**

*Activity 6*

*Perform this dialogue with your friends.*

Zahra : I am sorry Mom; I break your flower vase.
Mother : **Oh dear!** You are very careless.
Zahra : Don’t punish me Mom. I will be careful next time.
Mother : Ok, I will keep your promise.
Zahra : Thank you Mom

The bold typed expression in the dialogue above is used to express anger.
There is some saying expression to show anger:

<table>
<thead>
<tr>
<th>Expression of Anger</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Oh dear!</td>
<td>✔️ Don’t punish me</td>
</tr>
<tr>
<td>✔️ Oh no!</td>
<td>✔️ I am really sorry</td>
</tr>
<tr>
<td>✔️ What a nuisance!</td>
<td>✔️ Oh, sorry about it</td>
</tr>
<tr>
<td>✔️ Oh no, what next?</td>
<td>✔️ Sorry, don’t be angry again</td>
</tr>
<tr>
<td>✔️ I’m very annoyed</td>
<td>✔️ Don’t worry</td>
</tr>
<tr>
<td>✔️ I can’t stand!</td>
<td>✔️ Be calm</td>
</tr>
<tr>
<td>✔️ I’m very unhappy!</td>
<td></td>
</tr>
<tr>
<td>✔️ Oh, that’s great (sarcastic)</td>
<td></td>
</tr>
<tr>
<td>✔️ It is extremely irritating</td>
<td></td>
</tr>
</tbody>
</table>

Activity 7

*Make a dialogue based on the situation given!*

1. Your sister gets angry with you because her book, that you borrowed, was left at your school. She needs the book because she has to make a summary of the book to be submitted the next day.

   A :

   .....

   ...... 

   B :

   .....

   ......
2. The student doesn’t finish his task that day but the teacher promises that day is deadline.

A :
……………………………………………………………………………………………………

……

B :
……………………………………………………………………………………………………

……

3. You were caught red-handed smoking at school. Your father is angry with you.
4. The customer wants to buy something. But the shopkeeper said that the shop has been closed. It makes the customer angry.

   A :
   ________________________________
   
   ..... 

   B :
   ________________________________
   
   ..... 

5. The maid doesn’t finish iron the master cloth. The master had to go meeting with his boss. He didn’t want to come late.

A :

..........................................................____________________________________

......

B :

..........................................................____________________________________

......

Activity 8
**Perform this dialogue with your friends.**

Zahra : How was your holiday?
Nisa : It was terrific!
Zahra : Really? Where did you go to?
Nisa : I went to Ambon.
Zahra : What did you visit?
Nisa : Well, I went to Tanjung Marthafons and Amuhusa beaches.
Zahra : Are the beaches beautiful?
Nisa : Oh, they are just magnificent! They are very beautiful, and the sea gardens are gorgeous. I’m pleased with my stay there.
Zahra : Yes, I can see that.
Nisa : Oh, but I was disappointed with the flight delay. It was a five-hour delay.
Zahra : Oh, that must be boring.
Nisa : Yes, I was quite bored then.

**Activity 9**

In pairs, study the following expressions.

From the dialogues in activity 8 you find the following expressions:

- *They are just magnificent!*
- *I’m pleased with my stay there.*

The expressions above are used to express satisfaction.
You also find the expression “I was disappointed with the flight delay.” This is an expression used to express dissatisfaction.

Here are the expressions that you can use to express satisfaction and dissatisfaction.

### Formal Situations

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>..... very pleased with .....</td>
<td>..... displeased with .....</td>
</tr>
<tr>
<td>..... content with .....</td>
<td>..... discontented with .....</td>
</tr>
<tr>
<td>..... satisfied with .....</td>
<td>..... dissatisfied with .....</td>
</tr>
<tr>
<td>..... very delighted with ....</td>
<td>..... disappointed with ....</td>
</tr>
</tbody>
</table>

### Informal Situations

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super!</td>
<td>Horrible!</td>
</tr>
<tr>
<td>Great!</td>
<td>Very sad!</td>
</tr>
<tr>
<td>Terrific!</td>
<td>Annoying!</td>
</tr>
<tr>
<td>Fantastic!</td>
<td>Disappointing!</td>
</tr>
<tr>
<td>Smashing!</td>
<td>Frustrating!</td>
</tr>
</tbody>
</table>

*Activity 10*
Express what you would say in the following situations. Compare your expressions with your classmates’.

1. You visited Monas and you were in a queue to get up the museum. However, the museum was closed just when it was your turn. You were very disappointed.

2. The lake that you visited was splendid. You feel like staying there.

3. The zoo that you visited has a limited number of animals and it’s very dirty. You decided not to go there again.

4. The botanical garden in Bogor was great. You have a great time being there.

B. Modeling of Text

*Activity 11*

Read aloud this speech!

The honourable adjudicators,
The committee,
And the distinguished guests

Good morning,

First of all, I’d like to expend my sincere gratitude to the organizing committee who has given me chance to delivery a speech. My name is Khoirunisa, a student of SMA I Indonesia. Here, I want delivery speech on “Keep Your Television Away from Your House”.

Do you have a television set in your house? If the answer is yes, I suggest you to keep it away from your house. There are some reasons for it.

Firstly, it does not always deliver accurate or correct information. Its details are sometimes being left out to emphasize the points that television wants to deliver or to make the information more interesting. Television possibly misinformed us because we have lack of interest in what is happening in our world.

Secondly, television tries to persuade us to support a particular opinion and it limits the access to the opposite opinion.

At last television has led to consumerism because it makes our shopping easier and it tries to convince us to buy a certain product presented by a celebrity.

For the reasons above, I recommend that you keep television away from your house.

Thank you very much for your attention.

(Adapted from headlight 1)
Activity 12

Answer the following questions based on the speech above.

1. Who gave speech?
2. What is she?
3. What topic was she discussed about?
4. How many reason did she mention to support his argument?
5. Do you find suggestion in the speech above? What is it?

Activity 13
Perform this dialogue with your friends.

Teacher : Tom you look so sad. What’s wrong with you?

Tom : I’m very sorry, Sir. I... I just got the second prize. I couldn't do the best in the contest. I’m so embarrassed right now.

Teacher : So... that's the problem?

Tom : Yes, Sir. You know, my friends and the teachers trusted me so much. But I couldn't do it well.

Teacher : Oh, no. Thanks for your effort to represent our school, any way. You've done the best. I am proud of you.

Tom : You're welcome.

The bold typed expression in the dialogue above is used to express embarrassment. Here are some expressions to show embarrassment:

**Expression of Embarrassment**

- I’m so embarrassed.
- I’m ashamed, sorry.
- I’m shy to say so.
- It’s embarrassing.
- I’m bashful to …
Activity 14

With a partner, write dialogues based on the following situations. Then act one of them out.

1. Your elder sister feels embarrassed since she lost her friend’s umbrella when they went to a swimming pool the other day.

2. You meet someone whom you love and you feel embarrassed because you don’t know what to say.

C. Joint Construction of Text

Activity 15

Study the following speech.

My beloved teacher,
and my dear friends

Good morning.

First of all, I would like to thanks to the God for the precious chance. On this occasion I would represent my point of view about “Agriculture”.

Nowadays, many people have realized that agriculture is much more important than as the supporting tool in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.

First of all, the agriculture’s contribution the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working agriculture sector, but the contribution of agriculture sector does not reach 30 percent.

Second, agriculture sector is expected fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.

Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.
Activity 16

Write the speech above into this text organization.
**Activity 17**

*Study the following structure of speech!*

1. **Addresses**

<table>
<thead>
<tr>
<th>Addresses</th>
<th>.......................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.......................................................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Greeting</th>
<th>.......................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.......................................................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opening</th>
<th>.......................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.......................................................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis</th>
<th>.......................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.......................................................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arguments</th>
<th>.......................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.......................................................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>.......................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.......................................................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing</th>
<th>.......................................................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.......................................................................................................................</td>
</tr>
</tbody>
</table>
a. To the king or queen
   - His most Gracious King of Saudi Arabia
   - His most Gracious Majesty, Queen Elizabeth of the UK
   - His royal Higness, the duke/Duchess of York

b. To president, ministers and other state officers
   - The honourable Susilo Bambang Yudhoyono, the President of Republic Indonesia
   - The honourable Siti fAdila Supari, the Minister of Women Empowerment of Republic of Indonesia
   - The supreme commander of Armed Forces of Republic of Indonesia

c. To ambassador and other embassy dignitaries
   - The honorable Robert L Berry, the USA Ambassador to Indonesia and madam Berry

d. To religious figures
   - Your Excellency, Rev.Ivan Lay
   - Dear father
   - Your Holiness, Pope John Paul

e. To the Public
   - Dear friends,
   - Dear brother and sister,
   - Distinguished guests,

2. Greetings

   The greeting expressions which are commonly used are:
Good morning.

Good afternoon.

Good evening.

Assalamu’alaikum warohmatullohi wa barokatuh.

3. Opening / Introduction

The opening sentences are usually as follows:

First of all, i’d like to expend my sincere gratitude to the organizing committee who has given this opportunity to deliver a speech on "The Effective Solution of Juvenile Delinquency".

4. Discussion

It is a body of speech. It discusses any further of the topic presented in the opening.

5. Closing

This part functions as the last chance of the speaker to clarify or to remain the audiences the remarks, points, or opinions. The expressions used in this part are:

- In conclusion, i would like to say .........
- I would like to conclude my speech by ..........
- Lastly, I wish to say a word about ..........

6. Thanking

The expressions used in this part are:

- Thank you.
- Thank you indeed.
- Thank you for your attention.
Activity 18

Now, work in group of four and make your own oral presentation in the form of hortatory exposition. You may choose one of the following issues. State whether you agree or disagree.

- Street kid and criminals should be arrested by the police
- National Examination should be abolished
- Sex education should be taught at high school
- Mystery sinetrons must be stop from TV show

D. Independent Construction of Text

Activity 19

1. Work in group of six. Divide your group into two subgroups of three. One will be “pro” group and other will be “contra” group.

Read this issued carefully. Then, each group list 3 arguments for and against.

Smoking is a bad habit that is very hard to break. Smokers are everywhere. We can see many people smoke at the public places. Some people say that smoking in public places is exciting but some others say it is harmful. So, do you think smoking should be banned at the public places?
<table>
<thead>
<tr>
<th>No.</th>
<th>Pros Group</th>
<th>Cons Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arguments</td>
<td>Arguments</td>
</tr>
<tr>
<td>1.</td>
<td>……………………</td>
<td>……………………</td>
</tr>
<tr>
<td></td>
<td>……………………</td>
<td>……………………</td>
</tr>
<tr>
<td>2.</td>
<td>……………………</td>
<td>……………………</td>
</tr>
<tr>
<td></td>
<td>……………………</td>
<td>……………………</td>
</tr>
<tr>
<td>3.</td>
<td>……………………</td>
<td>……………………</td>
</tr>
<tr>
<td></td>
<td>……………………</td>
<td>……………………</td>
</tr>
</tbody>
</table>

2. Have a small debate about the issue

You can use these gambits.

**Personal opinion**

- In my opinion
- I personally believe …
- I personally think …
- To our mind …

**Emphasizing a point**

- That’s just the point
- But the question is …
This raises the problem
But can’t you see …?

**Argument and counter arguments**

- Yes, but …
- Yes, but don’t forget …
- That would be great, except …
- That’s good idea, but …

**Counter arguments**

- Even so, …
- Even if that is so, …
- That may be so, but …
- That’s probably true, but …
- Possibly, but …

3. Report your discussion to the class. Use this outline.

- **Opening**: state the issue
- **Argument**: state your arguments and support it with some details.
- **Recommendation**: What is your recommendation? Should smoking be ban at the public places or not

---

**A. Building Knowledge of Field**

*Activity 1*
Answer these questions based on your knowledge.

1. What is that?
   ..............................................................................................................................
   ................

2. Do you have it in your house?
   ..............................................................................................................................
   ................

3. What is that for?
   ..............................................................................................................................
   ................

4. What can you get from that device?
   ..............................................................................................................................
   ................

5. Do you think that device is good or bad for you? Why?
   ..............................................................................................................................
   ..............................................................................................................................

6. What do you think a good way to use it?
   ..............................................................................................................................

Activity 2

Now, listen your teacher reading to complete the text and then find the meaning of the missing words in your dictionary.

COMPLAIN ABOUT ADS IN TV
We are writing to about our favourite programs. We think they should be stopped for a number of reasons.

First, ads are They go on for a long time and there are so many. Sometimes there to be more ads than programs.

Second, ads are bad on people. They try to people to buy unhealthy food like beer, soft drink, candy, and chips. And they make people want things they do not really need and cannot.

Finally, the people who make ads have too much say in what program people watch. That is because they want to put all their ads on popular program that a lot of people watch. Some programs which are not so popular get stopped because they do not enough ads, even though that program may be someone’s favourite.

For those reasons, we think your TV station should stop showing ads. They programmer, are bad influence on people, and sometimes put a stop to people’s favourite shows. We are sick of ads, and now we mostly watch channel two (ABC).

1. c........ = ...................
2. a...... = ...................
3. d........ = ...................
4. n........ = ...................
5. s....... = ...................
6. i........ = ...................
7. e........ = ...................
8. a........ = ...................
9. a......... = ........................
10. i......... = ........................
Activity 3

After you get all the meaning, read the text once again to answer these questions.

1. What does the text talk about?

............................................................................................................................

........

2. How many reasons that support ads should be stopped?

............................................................................................................................

........

3. Why does the writer think that ads are nuisance?

............................................................................................................................

........

4. According to the writer, ads on TV are good or bad?

............................................................................................................................

........

5. What is the conclusion of the text?

............................................................................................................................

........

6. What does the writer advice to TV station?

............................................................................................................................

........

7. Do you agree or disagree with that? Give your own reasons!

............................................................................................................................

........
Activity 4

Study them.

MODAL

Modal is frequently called as Auxiliary because the function in sentences is used as helping verbs namely giving additional meaning in sentences. Commonly, modal is being used to give emphasis on our argument in speaking.

Here are some modals:

<table>
<thead>
<tr>
<th>No.</th>
<th>Modals</th>
<th>Meaning</th>
<th>Illustrative sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can</td>
<td>Ability, Permission</td>
<td>Nisa can do the homework easily.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can I borrow your money?</td>
</tr>
<tr>
<td>2.</td>
<td>May</td>
<td>Possibility, Necessity</td>
<td>Firdaus may come late to school; he woke up at 7 am.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>He said that he may go home</td>
</tr>
<tr>
<td>3.</td>
<td>Must</td>
<td>Conclusion</td>
<td>Cici always eat much. She must be fat now.</td>
</tr>
<tr>
<td>5.</td>
<td>Will</td>
<td>Plan/intention</td>
<td>My family will go to Jakarta next school holiday.</td>
</tr>
<tr>
<td>6.</td>
<td>Might</td>
<td>Strong possibility/past form of may</td>
<td>The bus was late. It might stop somewhere.</td>
</tr>
</tbody>
</table>
7. **Should**  Advice/past form of shall  Everyone should be involved in the effort to eradicate child on labour.

8. **Would**  Permission/past form of will, polite request  Would you like lend me some money, friend?

**Activity 5**

*Fill in the blank with suitable modals; will, can, may, must, shall, might, should, or would.*

1. You … listen to ours teacher’s explanation.

2. Mrs. Berry wore a luxurious gown, she … be rich.

3. I … buy a new computer next month.

4. My mother said that I … eat the food in the refrigerator (boleh)

5. The cleverest student … get a good score on the examination.

6. …, you like a bunch of fresh rose?

7. He … be put into the jail if he robbery money in the bank.

8. if the one wants to be success he/she … work hard.


10. … you mind moving ahead, please?

**Activity 6**

*Answer these questions based on the picture.*

This picture is about a modern device to link to the whole world. It is very easy to use and to find information we need. It needs computer and modem.
1. What do you think the picture about?
   …………………………………………………………………………………
   ……………

2. Does your school have it?
   …………………………………………………………………………………
   ……………

3. How often do you use it?
   …………………………………………………………………………………
   ……………

4. What do you find by using that device?
   …………………………………………………………………………………

5. Do you think it is useful or wasteful?
   …………………………………………………………………………………

6. Give some reasons to support your opinion!
   …………………………………………………………………………………
   …………………………………………………………………………………

B. Modelling of Text

Activity 7

Study the text organization below.

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Keep Your Television Away from Your House</th>
</tr>
</thead>
</table>

Do you have a television set in your house? If the answer is yes, I sugg
you to keep it away from your house. There are some reasons for it

<table>
<thead>
<tr>
<th>Arguments</th>
<th>1</th>
<th>Firstly, it does not always deliver accurate or correct information. Its details are sometimes being left out to emphasize the points that television wants to deliver or to make the information more interesting. Television possibly misinformed us because we have lack of interest in what is happening in our world.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Secondly, television tries to persuade us to support a particular opinion and it limits the access to the opposite opinion.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>At last television has led to consumerism because it makes our shopping easier and it tries to convince us to buy a certain product presented by a celebrity.</td>
</tr>
<tr>
<td>Recommendation</td>
<td></td>
<td>For the reasons above, I recommend that you keep television away from your house.</td>
</tr>
</tbody>
</table>

**Activity 8**

*After studying the text organization, answer the question below.*

1. What is the title of the text?

2. What are the organizations of the text above?

3. What is first paragraph called?
Activity 9

Answer the question below based on the content of the text.

1. What is the main idea of the first paragraph?

2. What is explained in first argument?

3. What do you think paragraph 3 explain about?

4. In the last argument, what information can you get there?

5. What is the writer recommendation?

Activity 10

Study the following summary!

HORTATORY EXPOSITION
Communicative purpose: To persuade the readers or listeners that something should or should not be the case.

Schematic structure:
- Thesis: Announcement of issue of concern
- Arguments: Reason for concern, leading to recommendation
- Recommendation: Statement of what should or should not be the case (happen)

Linguistic feature:
- Focus on generic human and non-human participant except for speaker or writer referring to self.
- Mental Processes: to state what writer thinks or feels about issue
  Example: realize, feel, appreciate, etc.
- Material Processes: to state what happen
  Example: drive, go, do, travel, spend, etc.
- Relational Processes: to state what is or should be treated
  Example: is, am, are, etc.
- Use of Simple Present Tense

Activity 11

Fill the blank with the correct answer.

| ......................... | Crackers Should Be Penalized |

248
<table>
<thead>
<tr>
<th>As well we know, crackers are cyber criminals that break into another security computer system and potentially become carder.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, by using their computing expertise, crackers can gain unauthorized access to someone else’s computer and make use of the data, which they find there. They may, for example, get hold of lists of the names of their competitors’ clients and use these to build up their own business. Similarly, cracking is used as industrial espionage to find out a rival company’s plans.</td>
</tr>
<tr>
<td>Secondly, other cracking activities may be more obviously criminal, in that crackers may log on to financial data in someone else’s computer and either alter it illegally or use it for fraudulent purpose. Apparently, the use of credit cards to pay for such purchases has led to record levels fraud with a great many people being swindled out of a great deal of money. Such a case is known as carding. Carding has been greatly increased by the modern practice of purchasing goods through the internet, or e-shopping. Those people who do e-shopping may give room for crackers to gain the credit card number and spend the money to their own benefits. In other words, using their crooked techniques, crackers make people spend money for something they did not purchase.</td>
</tr>
<tr>
<td>In conclusion, crackers should be penalized for the reasons mentioned.</td>
</tr>
</tbody>
</table>
(Adapted from: Thematic Vocabulary)

**Activity 12**

*Use your dictionary to find out the meaning of these words, and then pronounce them aloud.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. crackers</td>
<td>: ..........................</td>
</tr>
<tr>
<td>2. penalized</td>
<td>: ..........................</td>
</tr>
<tr>
<td>3. potentially</td>
<td>: ..........................</td>
</tr>
<tr>
<td>4. expertise</td>
<td>: ..........................</td>
</tr>
<tr>
<td>5. gain</td>
<td>: ..........................</td>
</tr>
<tr>
<td>6. unauthorized</td>
<td>: ..........................</td>
</tr>
<tr>
<td>7. competitor</td>
<td>: ..........................</td>
</tr>
<tr>
<td>8. obviously</td>
<td>: ..........................</td>
</tr>
<tr>
<td>9. alter</td>
<td>: ..........................</td>
</tr>
<tr>
<td>10. fraudulent</td>
<td>: ..........................</td>
</tr>
<tr>
<td>11. apparently</td>
<td>: ..........................</td>
</tr>
<tr>
<td>12. purchases</td>
<td>: ..........................</td>
</tr>
<tr>
<td>13. swindled</td>
<td>: ..........................</td>
</tr>
<tr>
<td>14. benefits</td>
<td>: ..........................</td>
</tr>
<tr>
<td>15. crooked</td>
<td>: ..........................</td>
</tr>
</tbody>
</table>

- **Abstract Noun**
Abstract noun are word that name qualities, emotions, ideas, states, and actions, such as excitement, truth, love, anger, joy and peace. They are things that we cannot actually see or touch. It often ends in: -ment, -ence, -ion, -ness, -hood, -ity, Etc.

Example:

<table>
<thead>
<tr>
<th>Root</th>
<th>Affix</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>govern</td>
<td>-ment</td>
<td>government</td>
</tr>
<tr>
<td>patient</td>
<td>-ence</td>
<td>patience</td>
</tr>
<tr>
<td>instruct</td>
<td>-ion</td>
<td>instruction</td>
</tr>
<tr>
<td>kind</td>
<td>-ness</td>
<td>kindness</td>
</tr>
<tr>
<td>brother</td>
<td>-hood</td>
<td>brotherhood</td>
</tr>
<tr>
<td>active</td>
<td>-ity</td>
<td>activity</td>
</tr>
</tbody>
</table>

Activity 13

Insert the abstract nouns from the brackets to complete these sentences.

1. A prisoner in …… seeks …… (freedom, captivity)
2. …… to animals in a great …… (evil, cruelty)
3. People who have …… often try to help those living in …… (poverty, wealth)
4. The general praised …… and condemned …… (cowardice, bravery)
5. A child progresses from …… through …… to …… (childhood, adulthood, adolescence).
Activity 14

Match the abstract nouns with their opposite from the list

<table>
<thead>
<tr>
<th>Abstract Noun</th>
<th>Opposite</th>
<th>Abstract Noun</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td></td>
<td>bravery</td>
<td></td>
</tr>
<tr>
<td>poverty</td>
<td></td>
<td>cruelty</td>
<td></td>
</tr>
<tr>
<td>wisdom</td>
<td></td>
<td>deceitfulness</td>
<td></td>
</tr>
<tr>
<td>cowardice</td>
<td></td>
<td>hate</td>
<td></td>
</tr>
<tr>
<td>loyalty</td>
<td></td>
<td>betrayal</td>
<td></td>
</tr>
<tr>
<td>strength</td>
<td></td>
<td>wealth</td>
<td></td>
</tr>
<tr>
<td>kindness</td>
<td></td>
<td>despair</td>
<td></td>
</tr>
<tr>
<td>success</td>
<td></td>
<td>weakness</td>
<td></td>
</tr>
<tr>
<td>honesty</td>
<td></td>
<td>stupidity</td>
<td></td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td>failure</td>
<td></td>
</tr>
</tbody>
</table>

Bravery, cruelty, deceitfulness, hate, betrayal, wealth, despair, weakness, stupidity, failure
Activity 15

Study the following sentences

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| A. | 1. I **will** stay if it **rains**  
2. You **will be** ill if you **eat** too much  
3. If I **am** you, I **shall** go home immediately |
|   |   |
| B. | 1. I **would** help you if you **asked** me to  
2. They **would** quit if they **were** underpaid  
3. If I **were** you, I **would** come to the party with him |
|   |   |
| C. | 1. She **would have come** if you **had invited** them  
2. The students **would have got** bad score if the **had not studied** hard  
3. If I **had been** you, I **would have bought** some flowers for her |

Activity 16

Summary

1. The sentences in the column above are called ……………
2. There are … kinds of **conditional sentences**.

They are:

<table>
<thead>
<tr>
<th>Type</th>
<th>Formula</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditional 1</td>
<td>......will + V₁......IF......Simple Present</td>
<td>--</td>
</tr>
<tr>
<td>Conditional 2</td>
<td>......would + V₁......IF......Simple Past</td>
<td>Simple Present</td>
</tr>
</tbody>
</table>
Activity 17

Change the verb in the bracket into the correct form then write their fact.

Example:       I (sad) if you failed in the test

I would be sad if you failed in the test.

Facts:  I am not sad.  or  You don’t fail in the test.

1. She will buy a new bag if she (save) her pocket money.

.................................................................

Fact : .................................................................

2. If they (be) there, she would have met them last night.

.................................................................

Fact : .................................................................

3. You will go to the dentist if you (have) toothache.

.................................................................

Fact : .................................................................

4. If John had met you, he (tell) the truth to you.

.................................................................

Fact : .................................................................

5. I will not buy a new shoes if I (not, need) it.

.................................................................

Fact : .................................................................
6. If she were a doctor, she (help) you.
……………………………………………….
Fact: ………………………………………

7. They would have bought a radio if they (have) enough money.
………………………………………………
Fact: ………………………………………

8. I will buy a new shoes if I (need) it.
………………………………………………
Fact: ………………………………………

9. If he were not a doctor, she (not help) you.
………………………………………………
Fact: ………………………………………

10. They would not have bought a radio if they (not have) enough money.
………………………………………………
Fact: ………………………………………
C. Joint Construction of Text

Activity 18

Rearrange these jumbled paragraphs into a good order.

Firstly, the fashion makes young people grow up against a background of media images of ideal body shapes. The effect is that they stop eating just to be fashionable. Then it causes the number of anorexics increased.

Secondly, the models have a great deal in glorifying “thinness” and obtaining the “perfect body. Some of them undoubtedly declare that they are suffering from eating disorder, either anorexia or bulimia. Young people think if they follow that way, they are like the models.

Thirdly, because fashion promises popularity and money, almost young people try to join it. Once a girl becomes a model, she must keep her body tiny. When diet programs fail, depression and anxiety to be fat will lead her to experience eating disorder.

Fashion, together with all matter in it, is the main social factor that supports young people to suffer from eating disorder especially anorexia.

Therefore, we should believe that fashion results health problems especially eating disorders around the world. In conclusion, we must tell our children that the thin body does not guarantee the healthy life.

Fashion Should Be Blamed
Activity 19

Make a group of four students. Develop this text frame by discussing it within your group.

<table>
<thead>
<tr>
<th>Title</th>
<th>The Advantages of Internet for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Internet is ................</td>
</tr>
<tr>
<td></td>
<td>..................................</td>
</tr>
<tr>
<td></td>
<td>..................................</td>
</tr>
</tbody>
</table>

| Argument 1   | Firstly, we can use internet to find ........... |
|              | ..................................   |
|              | ..................................   |
|              | ..................................   |

| Argument 2   | The next, internet can ........... |
|              | ..................................   |
|              | ..................................   |
| **Argument 3** | Finally, through internet we can have many friends. ............
|               | ............
|               | ............
| **Conclusion/Recommendation** | In conclusion, internet is very useful for us. ............
| Conclusion/Recommendation | So, we recommend that ............
|               | ............

**D. Independent Construction of Text**

**Activity 20**

*Write your own Hortatory Exposition text. Choose one of the following issues. Compose it by using text organization given.*

1. The Pornography and Porn action Law must be applied.
2. Drugs Spreading must be stopped.
3. Should the Additional Lesson be Added?

**EXERCISE 1**
A. Choose the best answer by crossing a, b, c, d, or e.

TEXT 1

We are writing to complain about ads on TV. There are so many ads, especially during our favorite programs. We think they should be stopped for a number of reasons.

First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beer, soft drink, candy, and chips. And they make people want things they do not really need and cannot afford.

Finally, the people who make ads have too much say in what programs people watch. That is because they want to put all their ads on popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone’s favorite.

For those reasons, we think your TV station should stop showing ads. They interrupt programs, are bad influence on people, and sometimes put a stop to people’s favorite shows. We are sick of ads, and now we mostly watch channel two (ABC).

1. “They interrupt programmer, …”

   The synonym of the underline word is ……….

   A. Speak
   B. Silent
   C. Cut short
   D. Shout
2. The last paragraph is called ………
   A. Re-orientation
   B. Conclusion
   C. Recommendation
   D. Resolution
   E. Re-iteration

3. What is the writer intention to the readers?
   A. The readers must pay attention to the ads.
   B. The readers should buy things advertised on TV.
   C. The readers are restricted to buy something after watching ads on TV.
   D. The readers sometimes put a stop to their favorite shows.
   E. The readers should not be persuaded by the ads on TV.

4. Why do they complain about ads on TV?
   A. Because the ads is very attractive.
   B. Because the ads often persuade people to buy unneeded things.
   C. Because the ads give very important information.
   D. Because the ads make people knows what they really need.
   E. Because the ads give much profit to the TV station.

5. Which statement is TRUE according to the text?
   A. The TV station gets much profit from the ads.
   B. There are always more programs than ads.
   C. The ads help the programmer in conveying the information.
D. The ads help people to buy what they really want.

E. The programs which do not popular have many ads.
TEXT 2

CRIME IN CITIES

Crime is a serious problem in big cities and it is getting worse every year. This is what police departments around the country said in their reports last week. The subways are more dangerous. The streets are more dangerous. You may not be safe in your own home.

Why is the problem so serious now? This is not an easy question to answer. There may not be a single answer. Many problems seem to make cities so dangerous.

One of the problems is money. To fight crime a city needs police officers, cars, and guns. These cost a lot of money. But right now cities do not have extra money. So, there are not enough police officers, cars, and guns for the cities.

Another problem is drugs. Crime studies show that many criminals use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very expensive. So, these people may sell drugs to other people to make money or they may steal money to get more drugs.

There is an even more important cause of crime. Cities have rich and poor neighbourhoods. In the poor neighbourhoods, jobs are hard to find. Many young people don’t have much hope for a better life. They only know one way to make a better living for themselves. That way is to sell drugs or steal. So, some of these young people become criminals.

It is not going to be easy to change these crime problems. We must first change many of the laws about drugs. We must change the way cities spend their money. Until then, the crime problem will not go away and we will live our lives in fear.
1. The organizations of the text above are …
   A. Orientation, Events, Reorientation.
   C. General statement, Explanations, Closing
   D. Orientation, Complication, Resolution.

2. What does the writer ask the readers to do?
   A. To avoid the drugs abuse.
   B. To pay the tax regularly.
   C. To involve in the reformation of laws.
   D. To realize the people to be rich.
   E. To have a gun to get safety.

3. Why do the people in poor neighborhood become criminals?
   F. Because they want to have much money simply.
   G. Because their parents force them to do that.
   H. Because the police treat them unfairly.
   I. Because they just imitate what their communities do.
   J. Because they can’t find jobs for getting money.

4. The following are the problems causing crime in cities, except ……
   K. There are too much guns for police.
   L. There are many poor communities in the city.
   M. There is not enough employment for people.
TEXT 3

COUNTRY CONCERN

In all the discussion over removal of lead from petrol (and atmosphere) there doesn’t seem to have been any mention of the difference between driving in the city and the country.

While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.

Those who want to penalize older, leaded petrol vehicles and their owners don’t seem to appreciate that in the country there is no public transport to fall back upon and one’s own vehicle is the only way to get about.

I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money on petrol, should be treated differently to the people who live in the city.
1. What is the writer argument about petrol?
   
   U. He needs petrol very much.
   V. Petrol causes pollution everywhere.
   W. People should use petrol well.
   X. Petrol should be treated differently.
   Y. People in city should use different petrol than in country.

2. The text above is called ……
   
   Z. discussion
   AA. report
   BB. hortatory
   CC. explanation
   DD. analytical

3. The word ‘**penalize**’ in the third paragraph means ……
   
   EE. support
   FF. challenge
   GG. forgive
   HH. punish
   II. bless

4. What do belong to vehicle?
   
   JJ. Premium, solar, and petroleum.
   KK. Air, water, soil.
   LL. Bus, car, motorcycle.
5. What is the thesis?

OO. Driving in the city and the country.

PP. Usage of petrol in city and in country.

QQ. Pollution in city and in country.

RR. Car in city and in country.

SS. Public transport in city and in country

TEXT 4

Fuel Price Must be Dropped

Government should cancel the rise of fuel price done in the beginning of October 2005. Most of Indonesian people badly beg it for some basic reasons.

First, for industries, the rise of fuel price will increase their production cost because they must pay more for fuel and electricity used in the process of production.

Second, for workers, the rise of fuel price will force the company where they work to limit the budget to low the production cost. One of the ways that is usually done by the employees of a company is by cutting the number of workers. It means that many workers will lose their jobs.

Thirdly, for ordinary people, they must manage their finance to survive because the rise of the fuel price will increase the price of the basic’s need’s price. They have to find
alternative ways to survive; reducing the meal, postponing the buying of unnecessary things or event out from school. This is the worst.

Based on the fact above, considering the negative impact of the rise of fuel price above, government must cancel the rise and try to find others ways to cover the lack of the national budget by not cutting the subsidy of fuel.

1. What should be canceled?
   TT. Fuel price
   UU. The rise of industry product
   VV. The rise of fuel price
   WW. Industry product
   XX. Fuel price for industry

2. What is the purpose of the text?
   YY. Fuel price must be dropped
   ZZ. To persuade the readers or listeners that rise of the fuel price should or should not be in the case
   AAA. To persuade the readers that the topic must be concerned about
   BBB. The reasons about the rise of the fuel price
   CCC. To give a clear statement about fuel price

3. Who suffer most of rise of fuel price?
   DDD. Company
   EEE. Government
   FFF. Developer
GGG. The ordinary people

HHH. The workers discussion

4. Why must rise of fuel be cancelled?
   III. Because there are some negative impact
   JJJ. Because the government will get the profit
   KKK. Because the company will increase the product
   LLL. Because there are not many crimes
   MMM. Because the fuel price in Indonesia is still cheap

5. Why does the company cut of the number of workers?
   NNN. The workers have been old
   OOO. The workers have stolen the company product
   PPP. The company wants to limit the budget to low the production cost
   QQQ. The workers want to increase their salary
   RRR. The company wants to get some profit

B. Answer the questions

1. Fill in the blank with suitable expression of anger!

   Student : I am sorry Sir, I don’t finish my home work yet.
   Teacher ; ……! You are stubborn student.

   Answer: ........................................................................................................

2. Fill in the blank with suitable expression of satisfaction!
A: How is the food?

B: The food is very delicious. I am very ….. with it.

Answer: …………………………………………………………………………………

3. Fill in the blank with suitable modal

I don’t know why Zahra hasn’t come yet, she… have come before 12 o’clock.

Answer: …………………………………………………………………………………

4. Fill in the blank with suitable abstract noun.

We can live in ….. as long as our heart keeps thanking to God

Answer: …………………………………………………………………………………

5. Change the verb on the bracket into the correct form of conditional!

He would buy the books if he …..(have) money.
Appendix 7, The Example of Teaching and Learning Activities of Discussion Genre.

Chapter 3

Let’s Discuss Some Issues

In This Chapter

Listening:
- Listening to curiosity and showing attitudes
- Listening to expressions for discussing possibilities
- Listening to discussion texts

Speaking:
- Saying you are curious
- Expressing possibilities and showing attitudes
- Performing a monologue of discussion texts

Reading:
- Reading discussion texts
- Reading a short functional text: poster and graph

Writing:
- Writing a discussion text
- Writing a short functional text: sign or poster
Listening

In this section, you will learn how to:

- Listen to expressions for saying curiosity and showing attitudes;
- Listen to expressions for discussing possibilities;
- Listen to oral discussions items.

Activity 1
Listen and repeat these expressions. When and where would you find these expressions?

1. "I'd be very interested to know your opinion about abortion."
2. "What I'd really like to find out are the facts about abortion in Indonesia."
3. "I think it's possible that our government will have a policy on abortion cases."

Activity 2
Listen to the dialogue from the tape and answer the questions.

1. What are Nada and Adi talking about?
2. What does Nada want to know?
3. What is Adi's opinion about the issue?
4. What phrase does he use to express it?
5. What does Adi hope for the government?

Activity 3
You are going to listen to the dialogue from the tape again. Complete it while you are listening. Compare your answer with your friend's.

Nada : ______ what your opinion on abortion is.
Adi : ______ I oppose it.
Nada : So, is that why you voted for a president candidate who is pro-life?
Adi : Yeah. ______ the government won't pass a law legalising abortion.
Nada : But I heard the House is discussing a bill to legalise abortion for medical reasons.
Adi : Really? ______ the law won't be misused by some irresponsible people.
Activity 5

Work in groups of three. Create a dialogue on another controversial issue. Act it out in front of the class.

Examples of the Issue:
- Abortion
- Birth Control
- Alternative Medicines
- Animal Experimentation
- Cloning
- Reality TV Shows

Use the phrases you have studied in Activity 3 for saying you are curious.

Activity 6

Answer the following questions orally.

1. Do you think that the practice of capital punishment is controversial?
2. Is it an effective punishment that deters crime?
3. Is it inhuman?
4. Do you agree if the government abolishes the death penalty?
5. Is the death penalty harder than a life sentence?

Activity 7

Work in groups and make a discussion based on the issue of capital punishment.

First, the speaker introduces the topic:
- Today, I’m going to talk about the pros and cons of the death capital punishment.

There may be more than one idea about each topic. The phrases below introduce new ideas about each topic.
- One (idea) ...
- Another (idea) ...
- The third (idea) ...
- The final (idea) ...
- The most important (idea) ...
In this section, you will learn how to:
- read discussion texts and identify meaning in a discussion text;
- identify the structure of discussion texts;
- comprehend lead diagrams.

Activity 1

Look at the picture and answer the questions orally.

1. What is happening in the picture?
2. What issue is raised by the people in the picture?
3. Do you agree with them?

Activity 2

Before you read the text, learn these words. Match them with their meanings.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. abortion</td>
<td>a. not liking changes or new ideas</td>
</tr>
<tr>
<td>2. controversial</td>
<td>b. not yet born</td>
</tr>
<tr>
<td>3. circumstance</td>
<td>c. someone who disagrees with a plan, idea, etc</td>
</tr>
<tr>
<td>4. unborn</td>
<td>d. causing a lot of disagreement</td>
</tr>
<tr>
<td>5. opponent</td>
<td>e. the conditions that affect a situation, action, event, etc.</td>
</tr>
<tr>
<td>6. conservative</td>
<td>f. a young human or animal before birth</td>
</tr>
<tr>
<td>7. defect</td>
<td>g. to be able to recognise and understand the difference between two similar things or people</td>
</tr>
<tr>
<td>8. incest</td>
<td>h. the ending of pregnancy before birth</td>
</tr>
<tr>
<td>9. distinguish</td>
<td>i. illegal sex between people who are closely related</td>
</tr>
<tr>
<td>10. abuse</td>
<td>j. a fault or a lack of something</td>
</tr>
</tbody>
</table>
Abortion: A Controversial Issue

For years, abortion has been an extremely controversial subject. One important aspect of the controversy is whether a woman should be permitted by law to have an abortion and, if so, under what circumstances. Another is whether, and to what extent laws should protect the unborn. People who wish to legally limit or forbid abortions describe themselves as pro-life. Those who believe that a woman should have the right to have an abortion may refer to themselves as pro-choice.

Arguments against abortion are based on the belief that an abortion is the unjustified killing of an unborn child. Most people who oppose abortion believe that human life begins when a sperm fertilises an egg. Another argument against abortion is that laws allowing it on demand will increase irresponsible pregnancies and lead to disrespect for human life. The Roman Catholic Church is a chief opponent of abortion. Conservative branches of other religions also oppose abortion.

Many people approve of abortion under certain circumstances. Some approve of abortion if a woman’s life or health is endangered by her pregnancy. Others recommend abortion when there is danger that the child will be born with a serious mental or physical defect. They also approve of abortion when pregnancy has resulted from rape or incest.

Many people who think that a woman should have the right to choose to have an abortion distinguish between human life and personhood. They argue that personhood implies both the capacity for self-conscious thought and acceptance as a member of a social community. Those people believe a fetus is not a person and is thus not entitled to rights normally given to a person. Such pro-choice supporters agree with the view that birth represents the beginning of personhood.
Another pro-choice argument is that legalising abortions has eliminated many illegal abortions performed by unskilled practitioners under unsanitary conditions. These abortions often cause deaths and permanent reproductive injuries. Abortion on demand also prevents many unwanted births and may thus be a factor in lowering infant and child abuse, neglect, and death rates. Also some argue that women should not have to bear unwanted children in a world with a growing population and diminishing natural resources.

As a result of this controversy, abortion laws vary from country to country. In Russia, where abortion has been legal since 1920, it is allowed up to about the fourth month of pregnancy, purely by request, and is commonly used as a method of birth control. In some countries, such as the Philippines, Indonesia, and Bangladesh, abortion is only allowed when pregnancy threatens the mother’s life. South Africa, New Zealand, and Hong Kong allow abortion when the fetus is severely damaged. In the Republic of Ireland, abortion may only be performed when either the mother’s or baby’s life is in danger.

_Taken from The World Book Encyclopedia, 2007_

**Activity 5**

**Works in pairs. Copy the following table and then fill it out based on the text in Activity 4.**

| Controversial issue: ____________________________ |
| Reasons against: _______________________________ |
| Reasons for: _________________________________ |
| Conclusion: ________________________________ |
Activity 6

Study the following table and chart. Then answer the questions.

NORTH CAROLINA RESIDENT
INDUCED ABORTIONS 2006
Induced Abortion in Unmarried Women

<table>
<thead>
<tr>
<th>Age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14</td>
<td>240</td>
</tr>
<tr>
<td>15-19</td>
<td>5443</td>
</tr>
<tr>
<td>20-24</td>
<td>9369</td>
</tr>
<tr>
<td>25-29</td>
<td>6560</td>
</tr>
<tr>
<td>30-34</td>
<td>3669</td>
</tr>
<tr>
<td>35-39</td>
<td>1995</td>
</tr>
<tr>
<td>40-44</td>
<td>571</td>
</tr>
<tr>
<td>45 and up</td>
<td>27</td>
</tr>
</tbody>
</table>

New Horizon

Debate is about change. We are constantly engaged in a struggle to make our lives, our community, our country, our world, our future, a better one. We should never be satisfied with the way things are now—surely there is something in our lives that could be improved.

Taken from www.wikipedia.org

Sources: http://www.aodl.org/healthhp.htm

Developing English Competencies for Grade XII of Natural and Social Science Programmes

68
1. Which age group has the most abortions?
   a. the most number
   b. the least number
2. What is the total number of unmarried women being induced abortions?
3. What is the percentage of women aged 10–14 having induced abortions?
4. How many women aged 35–39 have had induced abortions?
5. What do you think of the findings? Put forward your opinion.

**Activity 7**

**Draw a chart of the data in the table.**

**NORTH CAROLINA RESIDENT INDUCED ABORTIONS 2007**

Induced Abortions in Unmarried Women

<table>
<thead>
<tr>
<th>Age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10–14</td>
<td>350</td>
</tr>
<tr>
<td>15–19</td>
<td>5213</td>
</tr>
<tr>
<td>20–24</td>
<td>9579</td>
</tr>
<tr>
<td>25–29</td>
<td>6480</td>
</tr>
<tr>
<td>30–34</td>
<td>3556</td>
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<tr>
<td>35–39</td>
<td>1879</td>
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<tr>
<td>40–44</td>
<td>681</td>
</tr>
<tr>
<td>45 and up</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27775</strong></td>
</tr>
</tbody>
</table>
Appendix 8, The Scoring Rubric of Argumentative Written Presentation in the form of Students’ Hortartatory Exposition Texts.

1. Did students clearly state the thesis or main point?
   a. 0 = did not state or imply the main point or thesis
   b. 1 = implied the main point of thesis but did not state it clearly
   c. 2 = stated the main idea of thesis clearly but only matter of factly
   d. 3 = Stated the main idea or thesis clearly, enthusiastically, and interestingly for the audience

2. Did the students define the key terms when necessary to do so?
   a. 0 = no attempt to define key terms, even when it was necessary to do so
   b. 1 = attempts to define the key terms, but was not effective in doing so
   c. 2 = clearly and effectively defines the necessary key terms

3. Did the students use sound reasoning to support the main point or thesis?
   a. 0 = offered no supporting reasons for the thesis or position taken
   b. 1 = supporting given but they are off target or they do not lend direct support for the thesis
   c. 2 = Gives relevant supporting reasons, but could have given better or more diverse reasons
   d. 3 = gives excellent supporting reasons, good diversity, directly applicable

4. Did students use relevant facts in appropriate ways to support the thesis?
a. 0 = give no facts, used completely irrelevant facts, or cited facts from non credible sources
b. 1 = give facts to support thesis but the generalization from them were weak, somewhat inappropriate or incomplete; fact are cited from credible source
c. 2 = give several appropriate facts that support the thesis, generalization from facts are appropriate, sources for facts are credible
d. 3 = give highly appropriate facts, excellent generalization from facts that support the thesis, sources of facts are credible, facts used well in making the argument

5. Did the students present a well organized argument?
a. 0 = Organization was disconnected, lacked direction, confused the thesis or main point
b. 1 = Organization was clear, but not effective, connections to thesis or main point were not sharp were often out of place
c. 2 = Organization was good and contributed to the effectiveness of the argument, but a few details were out of place, sometimes the connection to the main point were weak or out of place
d. 3 = Organization was very clear and enhanced the argument; the presentation kept the audience interest focused on the main issues
The written argumentative presentation in the form of Hortatory Exposition was taken from in teacher YY’s students, XI grade social program 3, the number of students’ hortatory exposition written texts are 29 texts whose topic is “The Advantages of internet for students”, the work of 34 students. The aim of assessment is to measure the critical thinking abilities in their written argumentative presentation.

The result of the scoring can be seen in the table below:

Table 4.3.3 Result score for students’ hortatory exposition text with topic: “The advantages of internet for students”

<table>
<thead>
<tr>
<th>Student’s number</th>
<th>Thesis</th>
<th>Key term</th>
<th>Reasoning</th>
<th>Relevant Facts</th>
<th>Text Organization</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>9</td>
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<td>2</td>
<td>3</td>
<td>2</td>
<td>10</td>
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<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>
Student number 5, 9, 15, 23 and 26 wrote their text with different topic, student number 5, 9 and 23 used topic “Drug spreading must be stopped”, student number 15 and 26 wrote the text based on the topic “The pornography and porn action law must be applied”, their test result using the scoring rubric can be seen below:

Table 4.3.3 Result score for students’ hortatory exposition text with topic: “Drug spreading must be stopped” & “The pornography and porn action law must be applied”

<table>
<thead>
<tr>
<th>Student's number</th>
<th>Thesis</th>
<th>Key Term</th>
<th>Reasoning</th>
<th>Relevant Facts</th>
<th>Text Organization</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>14</td>
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<td>1</td>
<td>2</td>
<td>5</td>
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</tbody>
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Appendix 10, The Example of Syllabus
# SILABUS

**Nama Sekolah**: SMA 
**Mata Pelajaran**: Bahasa Inggris 
**Kelas**: XI 
**Semester**: 2

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu (Menit)</th>
<th>Sumber/ Bahan/ Alat</th>
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</thead>
</table>
| Mendengarkan       | 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari | 7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa yang secara akurat, lancar dan bertemakan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur. menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih | - Menyatakan sikap mls. A: I'm against the idea. B: I can't agree more. - menyatakan perasaan - love mls. A: I love you. B: I love you too. - sadness mls. A: This is the lowest time in my life. B: Take it easy. | - Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responsnya secara berkelompok. - Mendengarkan percakapan interpersonal/transaksional melalui tape secara kuisiksi | - Mengidentifikasi hubungan antar pembicara - Mengidentifikasi makna tindak tutur sikap terhadap sesuatu | Tertulis (PG dan Uraian) quiz fugas | (14 x 45) | www.englishdaily256.com  
www.EnglishLab.com  
Kaset CD |
<p>|                    |                  |                     |                       |           | Performans |                         |                    |
| Berbicara          | 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari | 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa yang secara akurat, lancar dan bertemakan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur. menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih. | - Bermain peran secara berkelompok | - Menggunakan tindak tutur menyatakan sikap terhadap sesuatu | | | |</p>
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Pendahulu</th>
<th>Aksi</th>
<th>Waktu (Menit)</th>
<th>Sumber Bahan / Alat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mendengarkan</strong></td>
<td>1. Memahami makin dalam diri, pengetahuan transaksional dan interpersonal serta berorientasi ilmu pengetahuan sehat pintar.</td>
<td>1.1 Mendengarkan makin dalam diri, pengetahuan transaksional dan interpersonal serta berorientasi ilmu pengetahuan sehat pintar.</td>
<td>- Mendengarkan pengetahuan interpersonal transaksional secara individu.</td>
<td>- Mengidentifikasi karakter seseorang serta pengetahuan sehat pintar.</td>
<td>:13 x 14</td>
<td>:01</td>
<td>:20</td>
<td><a href="http://www.english.thesis.doc.docx">www.english.thesis.doc.docx</a></td>
</tr>
<tr>
<td><strong>Menggunakan</strong></td>
<td>3. Menggunakan makin dalam diri, pengetahuan interpersonal dan interpersonal serta berorientasi ilmu pengetahuan sehat pintar.</td>
<td>3.1 Menggunakan makin dalam diri, pengetahuan interpersonal dan interpersonal serta berorientasi ilmu pengetahuan sehat pintar.</td>
<td>- Mengidentifikasi karakter seseorang serta pengetahuan sehat pintar.</td>
<td>- Mengidentifikasi karakter seseorang serta pengetahuan sehat pintar.</td>
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<td>:01</td>
<td>:20</td>
<td><a href="http://www.english.thesis.doc.docx">www.english.thesis.doc.docx</a></td>
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<td>Kompetensi Dasar</td>
<td>Standar Kompetensi</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator</td>
<td>Penilaian</td>
<td>Alat/ Media</td>
<td>Sumber Bahan Ajar</td>
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<tr>
<td>1.2 Menerapkan variasi dalam percakapan transaktional dan interpersonal secara alami, benar, dan bermutu yang mengakui nol pola bahasa dan tidak dikonstrukturkan secara khusus.</td>
<td>Menjelaskan kesalahan, berjalan, menyatakan, menunggu, mengungkapkan keinginan, dan harap, dan menyatakan berbagi sikap.</td>
<td>- Teridentifikasi maksimalkan fokus dalam perkuspan transaktional.</td>
<td>- Menjelaskan kesalahan, berjalan, menyatakan, menunggu, mengungkapkan keinginan, dan harap, dan menyatakan berbagi sikap.</td>
<td>Tertulis (PD dan Ulangan)</td>
<td>Quiz</td>
<td>CD</td>
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<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator</td>
<td>Penilaian</td>
<td>Alokasi Waktu (Menit)</td>
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</tbody>
</table>
- Mendiskusikan isi teks yang didengar secara berpasangan.  
- Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara berurutan.  
- Memberikan sebuah pengumuman lisan secara berurutan.  
- Mengidentifikasi topik sebuah teks fungsional pendek yang disampaikan.  
- Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar.  
- Mengidentifikasi hal-hal teks fungsional pendek yang didengar.  
- Mengutakat bahasa lisan dalam menyampaikan teks fungsional pendek. | Tugas  
- Persuasif (P3 dan Uraian)  
- Tugas  
- Tugas Performansa | (5 x 45)  
- CD  
- Kaos  
- 1 x 45  
- 1 x 45 | www.Ed-lab.com |
| Berbicara           | 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang bertembung naratif, deskripsi, dan diskusi dalam konteks kehidupan sehari-hari. | Teknis fungsional pendek lisan | | | | |

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<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pemelajaran</th>
<th>Kegiatan Pemelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alat/ Media (Waktu)</th>
<th>Sumber Bahan/ Alokasi</th>
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</thead>
<tbody>
<tr>
<td>Mendengarkan</td>
<td>2. Memahami makna teks fungsional pendidik dan monologi bersifat narratif, eksplorasi, dan diskusi dalam konteks kehidupan sehari-hari</td>
<td>2.2 Mendengarkan makna dalam teks monolog dengan menggunakan ragam bahasa yang dianjurkan dalam konteks kehidupan sehari-hari</td>
<td>- Teks leser bersifat naratif</td>
<td>- Membangun ide dari teks monolog yang diperlukan.</td>
<td>Tugas</td>
<td><a href="http://www.englishteacher.com">www.englishteacher.com</a></td>
<td>12 x 45</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Teks leser bersifat eksplorasi</td>
<td>- Mengidentifikasi makna leser dari teks monolog yang diperlukan.</td>
<td>Tes tertulis</td>
<td>wwww.eklab.com</td>
<td>1 x 45</td>
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<td></td>
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<td></td>
<td>- Teks leser bersifat diskusi</td>
<td>- Mengidentifikasi ragam bahasa yang diperlukan.</td>
<td>- 1 x 45</td>
<td>Kasel CD</td>
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<tr>
<td>Berbicara</td>
<td>4. Mengungkapkan makna dalam teks fungsional pendidik dan monolog bersifat narratif, eksplorasi, dan diskusi dalam konteks kehidupan sehari-hari</td>
<td>4.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa yang dianjurkan dalam konteks kehidupan sehari-hari</td>
<td>- Secara berkelompok membentuk pendahuluan</td>
<td>- Menggunakan kalimat sederhana dalam menyampaikan pendahuluan tentang proses terjadinya sesuatu</td>
<td>Tugas</td>
<td>2 x 45</td>
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<td>- Secara berkelompok membentuk pertanyaan</td>
<td>- Mendengarkan teks monolog bersifat naratif</td>
<td>- 4 x 45</td>
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<td></td>
<td></td>
<td>- Secara berkelompok membentuk diskusi</td>
<td>- Mendengarkan teks monolog bersifat eksplorasi</td>
<td>- 4 x 45</td>
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<td>Standar Kompetensi</td>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator</td>
<td>Pemilihan</td>
<td>Akreditasi Waktu (Week)</td>
<td>Sumber Bahasa Ajar</td>
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</table>
| Membaca           | 5. Memahami makna teks fungsional pendek dan esai sederhana berbentuk narative, explanation, dan discussion dalam konteks kehidupan sehari-hari dan untuk mengakses informasi pengetahuan | 5.1 Menyusun makna dalam teks fungsional pendek (misalnya banner, poster, pamflet, dll.) sesuai dan tak sesuai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari | banner, poster, pamflet | Membaca banner, poster, pamflet secara individu.  
Mendiskusikan isi teks yang dibaca secara bersamaan.  
Mendiskusikan cerita atau narasi yang digunakan dalam teks yang dibaca secara bersamaan. | Tugas | 2 x 45 | EXOL ONLINE English Online Jakarta Post English K-E modules Board of Study New South Wales |
| Menulis           | 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk narative, explanation, dan discussion dalam konteks kehidupan sehari-hari | 6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya banner, poster, pamflet, dll.) sesuai dan tak sesuai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari | banner, poster, pamflet | Memahami dan menerapkan isi teks yang dibaca secara bersamaan.  
Mendiskusikan isi teks yang dibaca secara bersamaan.  
Menulis gagsaan utama.  
Mengungkapkan tema bahasa, kosa kata, tanda tata, osman, dan tata tulis dengan akurat.  
Menulis bersama gagsaan utama.  
Menulis puisi, menerapkan, menyiapkan.  
Menyusun banner, poster, atau pamflet | Tugas | 4 x 45 | |
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pemelajaran</th>
<th>Kegiatan Pemelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alat &amp; Bahan</th>
<th>Keterampilan</th>
<th>Waktu (Menit)</th>
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<td>5. Memahami makna teks fungsional pendek dan esai seserius berbentuk naratif, esay, dan diskusi; namun dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.</td>
<td>6.2 Menerjemahkan dan menjelaskan makna teks fungsional pendek dan esai seserius berbentuk naratif, esay, dan diskusi; namun dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.</td>
<td>Tekstual berbentuk naratif</td>
<td>Praktek membaca menerima teks berbentuk naratif dan mengidentifikasi maksud utama teks</td>
<td>Menimbang makna kata dalam teks yang dibaca</td>
<td>Menentukan makna kata dalam teks yang dibaca</td>
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<td>6. Menghayati makna, menulis, dan mengenali kontekstual bendek dan esai seserius berbentuk naratif, esay, dan diskusi; namun dalam konteks kehidupan sehari-hari.</td>
<td>6.2 Menghayati makna, menulis, dan mengenali kontekstual bendek dan esai seserius berbentuk naratif, esay, dan diskusi; namun dalam konteks kehidupan sehari-hari.</td>
<td>Tekstual berbentuk naratif</td>
<td>Praktek menulis esai berbentuk naratif dan mengidentifikasi makna esai yang dibaca</td>
<td>Memahami esai dan mencoba menulis esai berbentuk naratif</td>
<td>Memahami esai dan mencoba menulis esai berbentuk naratif</td>
<td>Tugas</td>
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<td>English, Online, Board of Stud New South Wales</td>
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