TEACHING MODEL OF ACADEMIC WRITING WITH PROCESS-GENRE APPROACH TO ENHANCING UNIVERSITY STUDENTS' CRITICAL THINKING SKILLS

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ABSTRACT

Writing, one of the productive skills, is a language skill teachers need to pay more attention to. When teaching her writing skills, the teacher must develop a learning model based on the student's needs. This study aims to develop and test an academic writing learning model based on a process-genre approach to improve students' critical thinking skills. Researchers use a research and design (R&D) approach related to 4D theory, which consists of four main phases: definition, design, development, and dissemination. The research was conducted at UIN Sultan Maulana Hasanuddin Banten with participants from a student group, lecturers and two expert persons. This result indicates that the learning model using the process-genre approach proved to be valid, practical, and effective in improving students' critical thinking skills. With these findings, each lecturer will be able to develop their learning model according to the needs of their students and lecturers so that they can support efforts to achieve their expected goals.

Keywords: academic writing, critical thinking skills, process-genre approach, teaching models

INTRODUCTION

Currently, critical thinking skills have become one of the goals of education and have a crucial role as a future skill for students (DeWaelsche, 2015; O'Hallaron et al., 2017; Stupple et al., 2017). Every student is expected to have skills based on usage reasoning and logic to do something based on a particular method (Arini & Juliadi, 2018; Pithers & Soden, 2001). There are two mechanisms in critical thinking activities to do a conceptual analysis and serve as an argument for solving a problem or taking a decision.

From various literature, critical thinking skills are part *of high-order thinking skills* (HOTS). This skill is just as important as other basic skills like creative thinking, problem-solving, and reflective thinking skills (Helaluddin & Fransori, 2019; Hidayah et al., 2017). In general, critical thinking is a combination of skills, cognitive and emotional. Several abilities in aspects of cognition include skills to look for truth, open mind, systematic analysis, maturity, curiosity, knowledge, and trusting self (Facione, 2011).

Brunning et al. (2004) claim several benefits for students with critical thinking skills. Students can pay attention to the context in carrying out actions and the ideas they produce. Another benefit is being able to shape students to become sceptical of solutions, those who think there is no single answer to a particular problem. In fact, through critical thinking skills, students become open-minded individuals to look at something from multiple perspectives and behave into something (Ebadi & Rahimi, 2017, 2018; Halpern, 2001).

Even though it has been the focus for several years, the level of mastery of critical thinking skills still needs to be higher. A study claims that countries in Southeast Asia, especially Indonesia, are still at a low level of critical thinking skills (Devi et al., 2016). This is reinforced by four institutions leading the world who mentioned that campus graduates have minimal critical thinking skills. The four institutions are *The Conference Board, Cooperate Voice for Working Families, The Partnership for 21 st Century Skills,* and *the Society for Human Resource Management*. The four institutions studied 400 entrepreneurs worldwide and found that less than 50% of new employees (campus graduates) are skilled in communicating orally or in writing, ethos work, and critical thinking (Erdogen, 2019; Levin-Goldberg, 2012).

Writing activity is one method that can be used in teaching critical thinking skills. This is justified because an activity has great potential to develop critical thinking (Alidmat & Ayassrah, 2017). This connection proves that write is the medium for expressing the ideas and thoughts of the Author. S study previously claimed that several activities writing types could develop students' critical thinking skills, such as writing a reflective journal, essay analysis, comparative essays, evaluating evidence or facts on text, and summarizing (Tuzlukova et al., 2018).

Learning methods or strategies play a dominant role in achieving learning objectives. Many teachers only give writing assignments but do not give them how to produce good writing (Ghina, 2016). Adnyana et al. (2017) mention several stages of conventional learning in writing, such as gift material, practice writing, and giving a presentation he wrote. Simple learning stages like that are considered less contributing to improving critical thinking skills.

Furthermore, some experts suggest using a process-genre approach in learning to write. This approach has great potential to form a habit for students in activity writing. Xu & Xuemei (2018) state several writing activities, which include: a) form and content; b) ideas and organizing; c) syntax & meaning; d) writing; and e) revising. According to Tesfie (2017),

the approach also allows students to learn Among destinations and specific genres _ because they use stages to pre-write, draft, revise, and edit.

Previous studies have also examined the development of models and tools for teaching writing with a process-genre approach. Syamsi (2012) has developed a writing learning model for the junior high school level and is devoted to types of literary texts. In addition, several studies have also developed learning models and writing textbooks with a genre process approach for English MK (Jasrial, 2019; Pujianto et al., 2014; Refnaldi, 2013; Reonal, 2015). From some of these studies, researchers still need to develop a writing learning model for Indonesian language courses, especially at the tertiary level, in improving critical thinking skills. The formulation of the problems raised in this study is: a) what are the needs of students and lecturers in developing a writing learning model with a process-genre approach; b) what is the design of a writing learning model with a process-genre approach; and c) what are the levels of the validity, practicality, and effectiveness of the writing learning model with a process-genre approach.

METHOD

Research Design, Site, & Participants

This study aims to develop a writing learning model with a genre process approach to improve critical thinking skills. This study uses a research and development (R & D) design by adopting the 4D theory, which consists of four stages: Define, Design, Develop, and Disseminate (Thiagarajan et al., 1974). Furthermore, this research is located at the Faculty of Islamic Economics and Business, Sultan Maulana Hasanuddin State Islamic University, Banten, Indonesia. There were three participants in this study: a student group of 12 students, a group of 2 lecturers, and two experts.

Data collection

There are several types of instruments used in data collection. In the design phase, researchers used semi-structured interviews and document analysis to collect information from students and lecturers. Furthermore, at the field trial stage, researchers used writing tests, rubrics for assessing critical thinking in writing, product validation sheets, and lecturer & student questionnaires.

Data analysis

Since this study uses an R & D design, the data analysis techniques are grouped into two parts: qualitative analysis in the define phase and quantitative analysis in the development phase. Data from interviews and document analysis were analyzed qualitatively, commonly referred to as the needs analysis phase. On the other hand, data from the development phase is analyzed quantitatively to determine the product's validity, practicality, and effectiveness.

RESULTS

Overview of Needs Analysis

Result of interview with 12 students indicated that learning to write in the Indonesian language course tends to use a conventional approach. That is, students only pay attention and discuss together an example text and then ask them to write texts with other themes. Students must be taught how to arrange text systematics or organize ideas systematically. This learning approach is known as a product-based approach.

Related to learning to write in the future, they expect a lesson that can encourage their interest and thinking activity. In addition, they hope that writing activities can help them find

ideas and present them systematically. In general, some of the suggestions from these students are presented in Table 1 below.

Table 1. Suggestions and recommendations para student

No	Respondents	Answer respondent
1.	Student - 5	*Learning to write can interest me and not the other way around. All this time, writing makes me feel depressed."*
2.	Student - 10	*"For me, learning to write is very heavy. For the future, I want to learn that can help me find the right and interesting ideas."*
3.	Student - 9	*"I really need help sorting ideas into writing. I am unsure about what I have written. Therefore, I want learning that helps me in compiling the systematics of writing ideas."*

Apart from students, the interviews were also addressed to three subject lecturers in Indonesian. The results of the interviews show that learning to write has tough and complex challenges. Many findings in the field become obstacles for lecturers in teaching writing, starting from minimal mastery of vocabulary to difficulty determining and organizing ideas. With some of these obstacles, the lecturers suggest several things for future learning models of writing.

Table 2. Advice and recommendation from lecturers

No	Respondents	Suggestions / Recommendations
1.	Lecturer-1	*"Every lecture must be designing creative writing learning in awaken motivation and interest write until critical thinking"*
2.	Lecturer-2	*"Student need learning situations that can help in finding ideas and how to present ideas systematically"*
3.	Lecturer-3	*"Teachers must design learning models that not only require students to be able to write well but also encourage their thinking activities."*

Writing Learning Model Design

Based on the description of the needs analysis, the researcher designed a learning model using the genre process approach. Researchers design, arrange and make product learning models, either model books or device writing learning. The researcher decided to create several development products, which included: a) model books; b) textbooks; c) lesson plans, and d) rubrics assessment.

In addition, the main thing in developing a learning model is compiling the model components. One crucial component in the learning model is syntax (learning stages). Syntax in learning models refers to theory later genre process approach customized with results that need analysis. The syntax in this learning model is a) recognizing form text; b) analyzing text; c) discussing the text; d) writing text in a manner independently; e) perfecting text, and f) publishing text.

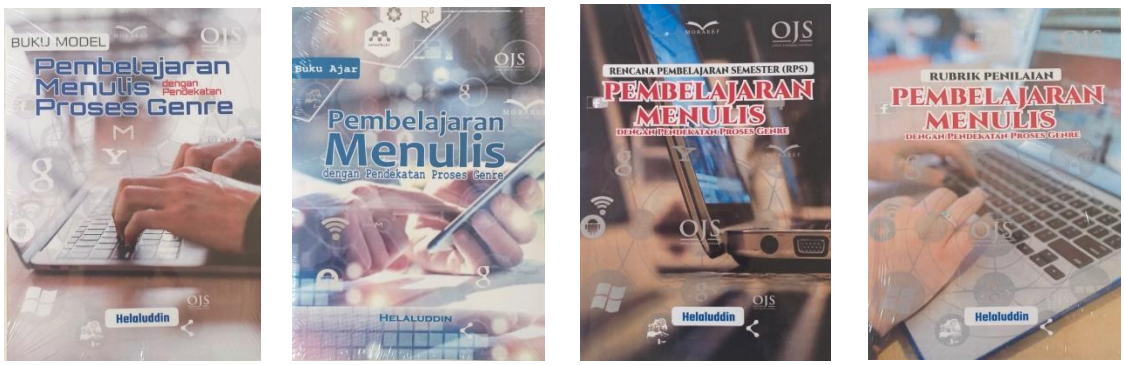

Figure 1. Model Book & Learning Tools Developed

Validity, Practicality, & Effectiveness of Learning Models

After the product has been developed, the researcher runs a validation test to determine the quality level of the learning model. The validity test involved four experts in the field of language learning, mainly Indonesian. The results of the validity test showed that the four products developed by the researchers proved valid and could be used further. The results of the validation test are presented in table 3.

Table 3. Product Validation Results

Product	Score Average a _ _	Category
Model book	3.7	Very valid
Textbooks	3.69	Very valid
Semester Learning Plan	3.79	Very valid
Assessment rubric	3.75	Very valid

Furthermore, the researcher also carried out a model practicality test to know the quality of the product being developed. The practicality test uses two questionnaires aimed at students and lecturers as product users. Based on the lecturer's response, this writing learning model was declared practical with an average score between 3.5 to 3.8. In addition, the analysis of student questionnaires shows that the learning model is proven to be practical, with a percentage of 94.5%.

Table 4. Results Analysis Response of Lectures

Aspect evaluation	Average score (lecturer 1+2)	Category
Device learning	3.7	Very practical
Appropriateness presentation	3.8	Very practical
Language	3.5	Practical
Evaluation	3.625	Very practical

Table 5. Response data of student

subject study	Amount score obtained	Percentage (%)
12 students	810	94.2%

Finally, the researcher also conducted an effectiveness test on the learning model that had been developed. After scoring critical thinking skills in writing an essay student obtained, the next researcher tested the data using the SPSS 20 device. Results test statistics show that the average score for critical thinking skills in writing essays on *the pretest* of 61,17 and *post-test* 73.67. On the side, it also obtained a standard score deviation on the *pretest* of 8.526 and 6.946 on the *posttest*. The result of the test statistics can be presented in table 6.

Table 6. *Paired Samples Statistics*

		Means	**N**	**std. Deviation**	**std. Error Means**
Pair 1	Pretest	61.17	12	8.526	2.461
	Posttest	73.67	12	6.946	2.005

Table 6 states that there is a difference in the average score in the pretest and posttest sessions in a manner descriptive of the activity written by a student. Next, to prove the difference Among the second results, test the genuine so conducted test paired samples correlations. The results analysis can be seen in table 7.

Table 7. Paired Samples Correlations

	N	**Correlation**	**Sig.**
Pair 1 pretest & posttest	12	.871	.000

Table 7 concluded that the correlation second variable produces figure 0.871 with a score probability (Sig.) of 0.000. That is, there is a correlation Between the *pretest* and the *posttest* and related accurately. This is based on the provision that if the scoring probability < 0.005, the connection to the second variable occurs factually.

For the test, there is the influence of learning models on critical thinking skill students, so the researcher does a *pair samples test*. Based on testing, it is known that *Sig. (2-tailed)* 0 .00 < 0.05. Condition this indicates an increased average score in critical thinking skills. In other words, the learning model writing with the process-genre approach is influential to critical thinking skills students through activity writing—the results of the t-test can be seen in table 8.

Table 8. Paired Samples Test

	Paired Difference							
				95% confidence interval of the difference				
	Means	std. Deviation	std. Error Means	Lower	Upper	t	df	Sig. (2-tailed)
Pair-1 Pretest-posttest	-12,500	4,210	1.215	-15,175	-9,825	-10,284	11	.000

DISCUSSION

Critical thinking skills are 21st-century skills that every college graduate must master. For this reason, the current focus of teachers must be able to integrate these skills into courses in tertiary institutions. This study aims to develop a writing teaching model with a genre process approach to improve students' critical thinking skills. From the results interview and document analysis in the define phase, deep genre process approach learning is much needed. It is based on the fact that the approach combines three approaches before: approach-based product, process-based, and genre-based. The lecturers consider that this combination of approaches can overcome problems in learning to write and in developing students' critical thinking skills. Several experts corroborated this by assessing the mixed third approach to

minimize various deficiencies to achieve maximum learning objectives (Badger & White, 2000; Du, 2015; Helaluddin et al., 2021; Zhao, 2017).

In addition, the design of the learning model also needs special attention to match the results of the needs analysis in the previous phase. Researchers developed model books and writing learning tools by paying attention to several aspects, such as subject matter, syntax, media, and others. According to Thiagarajan et al. (1974), there are several activities in designing learning products, including a) compiling constructions test reference; b) media selection; c) format selection; d) learning materials; e) management format sources; f) *mastery-learning format*, and g) *self-instructional format*. Istiqomah (2019) also put forward similar stages, which state there are four stages in product design: a) collecting learning materials; b) compiling teaching materials; 3) conceptualization of learning materials, and d) preparing learning materials.

To test the quality of learning products, researchers must conduct three tests: a validation test, a practicality test, and an effectiveness test. The product validation results in this study indicate that the model books and learning tools developed are proven valid based on expert judgment. Content validation is a type of validation used in this study which aims to measure level validity based on evaluation para designated expert for giving advice and filling in questionnaire validity. Product learning is valid if a para expert believes the product could measure targeted skills (Kholis et al., 2020; Ramadhan et al., 2019; Saragih et al., 2017).

In addition to the validity test, researchers also run tests practicality. Test practicality is the test do it with ask lecturer to respond to learning products that have been developed. The results of the practicality test stated that this writing learning model had a high level of practicality, so it was feasible to use. Mustami et al. (2019) stated that practicality products are based on several factors that can encourage student and lecturer interest. On the other hand, Hala et al. (2015) also claim that practicality product looks at the response of positive students against learning by using the learning model.

Next, effectiveness shows that the writing learning model has improved students' critical thinking skills. This finding contradicts the findings of Rahmat et al. (2020) stated that the ability to speak precisely is not related to activity write and critical thinking skills. However, many previous studies have put forward similar conditions. The majority study states that activity writing influences students' critical thinking skills (Bouanani, 2015; Indah, 2017; Kuswandari et al., 2018; Susilawati et al., 2019; Zhang, 2018).

With these findings, lecturers can develop and design their learning models. This needs to be done considering that the lecturer knows the obstacles and problems faced by his students. With a suitable learning model, the lecturer could theorize from his teaching experience (Kumararavadivelu, 2007; Nunnez et al., 2012). In the future, the researcher suggests that future studies link writing activities with other skills such as creative thinking skills, collaboration skills, self-esteem, self-efficacy, and others.

CONCLUSION

Critical thinking skills are one of the focuses in the world of education in the 21st century. One way to teach these skills is to integrate them into the subject matter, one of which is learning to write. This study aims to develop a writing learning mode with a genre process approach to improve critical thinking skills. The products developed in this study are model books, textbooks, semester learning plans, and writing assessment rubrics. The research findings state that lecturers and students need a writing learning model that facilitates them in writing and critical thinking activities. Other findings state that the learning model that has been developed is proven to be valid, practical, and effective so that it can be

used in learning writing activities. With these findings, lecturers can design learning models tailored to student's needs.

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