



TEXT-BASED LEARNING IN DISCOURSE ANALYSIS COURSE IN GROWING STUDENT CRITICAL THINKING

Ika Febriani¹, Endah Tri Priyatni², Heri Suwignyo³
Universitas Trunojoyo Madura¹, Universitas Negeri Malang^{2,3}

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ABSTRACT

Critical thinking skills need to be grown in students (students) in the current era. This study aims to describe the use of innovative learning models in the Indonesian Language and Literature Education study program. In particular, the text-based learning model in the Discourse Analysis course fosters students' critical attitudes. The method is a qualitative approach with descriptive techniques. Based on the results, it can be concluded that the use of text-based learning models in Discourse Analysis courses can foster students' critical thinking attitudes. However, in terms of the substance of the paper, the cohesion aspect still requires improvement. However, overall students can compile papers and have critical thinking skills based on the six aspects, namely 1) interpretation; 2) analysis; 3) evaluation; 4) inference; 5) explication, and 6) self-regulation.

INTRODUCTION

Entering the 21st century, advances in information and communication technology have changed the order of human life, especially in the field of education. Educators and students are required to have teaching and learning abilities that are adapted to the development of the 21st century so educators must begin steps of change, namely by changing traditional learning patterns towards student-centered 21st century learning.

* Corresponding author.

E-mail addresses:

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21st-century learning has challenges in realizing that society has the skills (1) technology and media literacy (ICT and media literacy skills), (2) Problem-solving skills, (3) Ability to effectively communicate skills, (4) Collaborative Skills, (5) Creativity and innovation (Creativity and Innovation Skills), and (6) Critical thinking skills.

The role of language as a transferor of knowledge is certainly not a coincidence if the Indonesian language learning paradigm in the 2013 Curriculum is oriented towards text-based learning both at the elementary, secondary, and tertiary education levels. It's just that the difference is, the types of texts taught in primary education to secondary education are direct (continuous) texts or single texts, or micro-genres, while the types of texts taught in tertiary institutions are indirect (discontinuous) texts or multiple texts/macro genre (Agustina, 2017).

Texts in language learning are not something new (Agustina, 2017). Agustina further stated that text-based learning in the 2013 Curriculum is applied in education at the elementary, middle school, to tertiary levels. What distinguishes text-based learning at this level is the type of text taught. At the elementary to the secondary school level, the texts taught are micro, while at the tertiary level, the texts taught are macro.

Single-text (*micro-genre*) language appears only in social processes. Some of the main social processes that are carried out through language actions can be in the form of descriptions, explanations, orders, presentation of reasons/arguments, and telling. Based on the point of view of storytelling, the genre or variety of texts can be divided into two major groups, namely texts belonging to literary and non-literary genres. Meanwhile, texts in the literary genre group are categorized into story genres, while non-literary genre texts are grouped into factual genres and response genres. Both the story genre and the factual genre and the response genre are grouped into two groups of subgenres, namely (1) narrative and non-narrative subgenres for the story genre category; (2) report and procedural subgenres for the factual genre category; and (3) transactional and expository subgenres for the response genre category.

Compound text (*macro genre*) Compound text is a complex text with a larger structure and is segmented into sections which can be chapters, subchapters, sections, or subsections. Mahsun (2014: 36) explains that this kind of text incorporates several types of continuous texts or single texts that are used to fill in

the parts of the text structure. In another explanation, Titscher (in Mahsun, 2014), explains that the structure of the title and other structures must pay attention to coherent relationships both in terms of the textual surface, namely the connectedness of text syntax or what is known as coherence. It is the cohesion and coherence between the parts of the structure that causes the various types of single text which fill in the parts of the compound text to be bound into a unified whole both in terms of syntactic and semantic connectedness. Schematically, the relationship between academic text structures consists of (a) titles; (b) introduction; (c) problem formulation; (d) purpose; (d) literature review; (e) theoretical framework; (f) method; (g) schedule; (h) bibliography (Mahsun, 2014:40). Based on this sequence, a compound text between one part and another must show a relationship with one another, which forms the text. The element that binds the parts together is called the binding element of the text.

METHOD

The method used is a qualitative approach with descriptive techniques. This research approach uses a qualitative approach with descriptive techniques. The qualitative research process involves various efforts, from asking questions and clear procedures to inductively analyzing data and interpreting the meaning of data (Creswell, 2021). The research data comes from student papers in the Discourse Analysis course. The type of data is the accuracy of the presentation construct and the development of sentences in the papers prepared by students. In addition, the systematic arrangement of sections. The research instrument, namely the researcher. Researchers are the key instrument for collecting data. The data that has been collected is then analyzed according to Miles and Huberman in three steps, as follows: a) data reduction, carried out to select and focus on important things; b) presentation of data, data that has gone through the stages of reduction are then presented and linked to the relevant theory; and c) verification or concluding, carried out to answer all the problems raised in the research.

RESULT AND DISCUSSIONS

The design of text-based Indonesian learning in addition to these priorities also provides space for students to develop various types of thinking structures because each

text has a thinking structure that is different from one another. The more types of text are mastered, the more thinking structures are mastered by students (Mahsun, 2014:95).

Dunkin and Biddle suggest that the learning process is very influential on learning outcomes. The learning process in writing skills is one of the four very important language skills. Improving writing skills affects aspects of language that must be pursued effectively and efficiently. Writing activity is a productive aspect that can be an indicator of a student's abilities in the learning process. The provision of good writing skills can be useful for the next life in the field of education.

Critical Thinking Ability

A critical attitude has a close relationship with criticism. The term "criticism" comes from the Greek, Krinein. Krinein means to separate or detail. A critical attitude is a tendency to not easily believe. Someone critical will always try to find mistakes or mistakes and be sharp in analyzing (Saptono, 2011: 131). According to Krulik and Rudnick (in Fatmawati, et al., 2014), in general, thinking skills consist of four levels, namely: memorizing (recall thinking), basic (basic thinking), critical (critical thinking), and creative (creative thinking). Based on these opinions it is concluded that the ability to think critically is the ability to obtain the right conclusions based on systematic and reasoned thinking to provide many alternatives for each of the results of their thoughts (Arini and Fikri, 2018).

Critical Thinking Indicator

Someone who is said to think critically can be seen from several indicators. The critical thinking ability indicators developed by Facione are described in six aspects in Table 1 below.

Number	Aspects of Critical Thinking Ability	Indicator
1	Interpretation	a. Can describe the problem given. b. Can write the meaning of the problem clearly and precisely. c. Can write down what is asked about the question clearly and precisely
2	Analysis	a. Can write down the relationship of the concepts used in solving the problem.

		b. Can write down what to do in solving the problem
3	Evaluation	a. Can write down problem-solving
4	Inference	a. Can conclude what is asked logically.
5	Expplication	a. Can write down the final results. b. Can provide reasons for the conclusions drawn
6	Self Regulation	Can review the answers given or written down.

Table 1 Aspects of Facione's critical thinking skills (in Arini and Fikri, 2018)

Text-Based Learning Model

The text-based learning approach developed in the 2013 Curriculum is applied through learning activities that encourage students to develop their knowledge (KI-3) and skills (KI-4) in understanding and compiling various types of text according to their educational level (Asih, 2016: 335). Mahsun, (2020:114-115) argues that the stages of teaching Indonesian based on text consist of three stages, namely (1) building context and modeling, (2) the stage of working together to build text, and (3) the stage of building text independently.

These three stages are in line with Feez's opinion (in Saragih, 2016: 8) argues that the stages in teaching use text-based namely, (1) building context, (2) providing a model or deconstruction of the text, (3) forming a shared text, (4) create texts independently, (5) linking texts related to material that has been passed or that will be encountered. Both opinions are basically about these four stages, namely: 1) the context-building stage, 2) the text modeling stage, 3) the text-making stage together, and 4) the text-making stage independently.

The first stage, building context, is carried out with the first stage in text-based learning starting from introducing the social context of the text being studied. At this stage, it is usually implemented by training students' listening skills. Then explore the characteristics of the general cultural context of the text being studied and study the purpose of the text.

Next is the second stage, modeling, by observing the context and situation used. At this stage, students observe patterns and characteristics of the text taught through reading activities. Students are trained to understand the structure and linguistic features

of the text. In this step students are encouraged to increase their curiosity by paying attention to 1) symbols, 2) sounds, 3) grammar, and 4) meaning. Through the analysis of facts and data in the texts they study, students obtain models of papers, the stages of the parts of the paper, and the systematics of the contents of the paper, as well as the development of paragraphs in the paper.

The third stage, namely composing the text together. In this stage, students begin to understand the whole text. Lecturers slowly begin to direct students to be independent so that students master the text model being taught. Through this activity, it is hoped that all students can gain experience in creating texts as a basis for developing individual competencies. Thus, students can practice writing the text they have studied both individually and together. After going through the first stage to the third stage, students already know the text models being taught, and students begin to have sufficient ability to create texts that are like the text models being taught. In this stage, students begin to be independent in working on texts and the role of the lecturer besides observing students for assessments, also guides them in the process of preparing papers.

A student who is skilled at writing will be productive in producing works (Budiyono, 2014:2). In lectures, students will be faced with writing activities almost every day for the obligation to complete assignments. One of the texts compiled by students is papers which are assignments from lecturers to be presented and understood.

Papers are important documents in the lecture process, not only as documents but as scientific study knives in seminars, presentations, and scientific orations in the classroom. When the discourse in the text is not structured, the placement of cohesion and coherence in paragraphs is not quite right, and the main points and ideas will not be clear. The impact of chaos is not only received by the students who are presenting, the audience who is listening to the discussion but the lecturers who will monitor the course of the discussion will also be disrupted. Audiences who read the paper can also feel confused to understand the studies discussed.

Based on the observations that have been made, this research needs to do cohesion and coherence in student papers. From the papers that have been researched, researchers can find out the errors and correctness of student papers in the use of cohesion and coherence. This research can be used as a guide and knowledge about student writing that still needs improvement and improvement. In addition, it can also be used as an evaluation tool for lecturers in writing skills courses that the strategies used for the

learning process of writing need to be reviewed.

The Discourse Analysis course in the Indonesian Language and Literature Education Study Program aims to analyze and produce discourse. Therefore, a text-based learning model is used so that students achieve the learning objectives. The utilization of text-based learning models is a strategy used to foster students' critical attitudes.

The steps for text-based learning in the Discourse Analysis course are as follows.

1. Build context

In this stage, material in the Discourse Analysis course is delivered, namely Cohesion and Coherence material to build context for students and equip them to be able to compose papers cohesively and coherently.

2. Modeling

In the modeling stage, papers are presented following the rules of cohesion and coherence in compiling discourse in the form of papers. In addition, papers that are not suitable are also presented so that students understand concretely how papers are suitable and which do not follow the criteria for cohesive and coherent papers.

3. Working together to build the text

Students in groups to compile simple research papers with the guidance of lecturers. Students determine the topic and location of their research. All stages of research are always guided by lecturers and there is an assessment in the process. This is intended so that all student activities in compiling texts are always under the supervision of the lecturer in charge of the course as a supervisor. This mini-research activity is a means to grow and improve students' critical attitudes.

4. Build the text independently

Students arrange independently following the division that has been agreed upon in their respective groups. The text-building stage aims to build students' abilities to be more analytical and reflective in both microlinguistic and macrolinguistic research.

Students work in groups to compile mini-research and its location. Mini-research activities are a means to improve/grow students' critical attitudes. In this activity, students are analytical and reflective on microlinguistic and macrolinguistic research. The complex assignment of questions for independent student activities remains in the activity of compiling papers in groups while still under the guidance of the lecturer.

When viewed from the completeness the completion of the paper, each group has completed the preparation of the paper following the critical attitude indicators in Table

1. However, when viewed based on the level of suitability and construction of thinking in the paper, inaccuracies are still found both in terms of cohesion and coherence. However, collectively, what needs further guidance is in terms of cohesion compared to errors in the aspect of coherence. Writing using context is easier for students than writing with concepts because writing with context makes the mind flow more and the flow of thinking is systematic according to what is thought.

Student Critical Level

In the first stage, interpretation, students have been able to describe the problem given, can write down the meaning of the problem clearly and precisely, and can write down what is asked about the problem clearly and precisely. In the second stage, analysis, students have been able to write down the relationships of the concepts used in solving problems, and students have been able to write down what to do in solving problems. In the third stage, evaluation, students have been able to write down problem-solving. In the fourth stage, inference, students have been able to conclude what is being asked logically, and students have been able to guess other alternatives. In the fifth stage, explication, students have been able to write down the results and can provide reasons for the conclusions drawn. In the sixth stage, self-regulation, students can review the answers given or written in papers.

In this study, students have been able to compile complete research papers even though the cohesion aspect requires improvement. In addition, students' critical attitudes can be grown, even improved by utilizing text-based learning models.

CONCLUSIONS

Based on the results of the research that has been done, it can be concluded that the use of text-based learning models in Discourse Analysis courses can foster students' critical thinking skills. Students can collaborate in compiling research papers. However, in terms of the substance of the paper, the cohesion aspect still requires improvement. However, overall students can compile papers and have critical thinking skills based on the six aspects, namely 1) interpretation; 2) analysis; 3) evaluation; 4) inference; 5) explication, and 6) self-regulation.

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