



ผลของการสอนการเขียนเชิงสารกแบบเน้นประเภทและกรอบแนวคิดการคิดวิเคราะห์ที่มีต่อความสามารถ
ในการเขียนเชิงสารกของนักเรียนมัธยมศึกษาตอนปลาย

EFFECTS OF ARGUMENTATIVE WRITING INSTRUCTION USING GENRE-BASED APPROACH
AND CRITICAL THINKING FRAMEWORK ON ARGUMENTATIVE WRITING ABILITY OF UPPER
SECONDARY SCHOOL STUDENTS

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บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการสอนการเขียนเชิงสารกแบบเน้นประเภทและกรอบแนวคิดวิเคราะห์ที่มีต่อความสามารถในการเขียนเชิงสารกของนักเรียนมัธยมศึกษาตอนปลาย และเพื่อสำรวจความคิดเห็นของนักเรียนชั้นมัธยมปลายที่มีต่อการสอนการเขียนเชิงสารกแบบเน้นประเภทและกรอบแนวคิดวิเคราะห์ กลุ่มตัวอย่างของงานวิจัยนี้ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 15 คน งานวิจัยนี้ถูกทดลองเป็นระยะเวลา 10 สัปดาห์ ในภาคการศึกษาปลาย ปีการศึกษา 2559 เครื่องมือที่ใช้ได้แก่ แบบทดสอบความสามารถในการเขียนเชิงสารก ก่อนและหลังเรียน แผนการสอนการเขียนเชิงสารกแบบเน้นประเภทและกรอบแนวคิดวิเคราะห์ และการสำรวจความคิดเห็นด้วยแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ คะแนนเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบค่าที่ และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า ค่าคะแนนเฉลี่ยจากการทดสอบความสามารถในการเขียนเชิงสารกหลังทดลอง สูงกว่าก่อนทดลอง ซึ่งหมายความว่าความสามารถในการเขียนเชิงสารกของนักเรียนได้มีการพัฒนาหลังจากการได้รับการทดลองโดยมีนัยสำคัญทางสถิติที่ระดับ .05 และนอกเหนือจากนั้น ผลวิจัยพบว่า นักเรียนมีความคิดเห็นเชิงบวกต่อการสอนการเขียนเชิงสารกแบบเน้นประเภทและกรอบแนวคิดวิเคราะห์ ผู้สอนสามารถเลือกบทความตัวอย่างให้น่าสนใจและเหมาะสมกับผู้เรียน นอกจากนี้ผู้สอนสามารถนำองค์ประกอบที่ใช้ในการเขียนเชิงสารกไปสอนนักเรียน ระดับชั้นอื่นๆ ได้อีกด้วย และผู้สอนสามารถปรับบทเรียนให้เหมาะสมกับองค์ประกอบที่เลือกนำไปสอนได้

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Abstract

The objectives of this study were to investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students and to explore upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework. The participants in this study were fifteen tenth grade students. The study was conducted 10 weeks during the second semester of the academic year 2016. The research instruments were a pretest, completed before conducting the argumentative writing instruction, a lesson plan, a posttest after conducting the instruction, and the questionnaire. The data obtained from the pretest, posttest, and questionnaire were analyzed by using mean scores, standard deviation, and paired-sample t-test. Plus, the data obtained from open-ended questions was analyzed by using content analysis. The findings revealed that the mean scores of the posttest were higher than the pretest mean scores. This means that the students' argumentative writing improved after receiving the instruction at the significant level of .05. Moreover, the students' opinions towards the argumentative writing instruction were positive. For the pedagogical implication of the work, the chosen model text that is used in the class by the teacher should be motivated and suitable with the participants. Plus, the elements of Toulmin model can be used to teach students in different level as well. Teachers can design the lessons with the appropriate number of the Toulmin elements that suit the students.

คำสำคัญ: การสอนการเขียนเชิงสาสก / วิธีการสอนแบบเน้นประเภท / กรอบแนวคิดวิเคราะห์ / ความสามารถในการเขียนเชิงสาสก

KEYWORDS: ARGUMENTATIVE WRITING INSTRUCTION / GENRE-BASED APPROACH / CRITICAL THINKING FRAMEWORK / ARGUMENTATIVE WRITING ABILITY

INTRODUCTION

For high school students, argumentative writing is one of the important types of writing that students have to master before they complete their high school. Many researchers (Ferris, 1994; Saito, 2010) identified the argumentative writing to be the most difficult type of writing because of the features itself as students have to take position on a controversial issue and support evidence by giving reasons to convince readers to agree and accept that position. Argumentative writing requires students to have adequate content of knowledge in order to compose a text. They are required to have sufficient information to support their arguments, effective formulation of claim, awareness of audience, and clarity. It is quite difficult for unskilled writers to write argumentation as it also requires critical thinking of the writer as well.

Critical thinking is one of the vital skills that writers should have while doing argumentative writing. Composing the argumentative writing requires the ability to think critically for identifying the issue, considering different views and opinions, supporting the selected position, and reflecting the competing viewpoints. Thus, teachers should help build the students' critical thinking skill for the benefits of the students.

Nowadays, Thai students still have difficulty in writing argumentation. It is mentioned that they are not familiar with argumentative writing as they lack the knowledge about its conventional pattern, and they are not able to write orderly and convincingly. They write the text without clear supporting evidence and are not aware of the target audience of the text (Udomyamokkul, 2004). According to Crowhurst (1991), it was stated that it is even hard for the native-English-speaker students to produce a good argumentative writing as they have poor performance in writing an argumentative discourse. As a result, the native and non-native-speaker writers face almost the similar problems in writing an argumentation. Thus, the difficulties and problems that students have faced indicate that appropriate writing instruction should be selected to help students improve their argumentative writing ability and the quality of the argumentative writing.

Genre-based approach which focuses on models and specific features of written text for a particular purpose is employed in this study. It refers to teaching students how to use language patterns that they analyze from the model texts to accomplish coherent and purposeful pieces of writing. It could increase the students' understanding of how the specific texts are organized, and why they are written in that particular way (Hyland, 2004). From analyzing the target texts, students will surely understand the text more clearly in terms of the target readers, specific situation, linguistic features, and the communicative purposes that writers intend to deliver the message.

Due to the ability of creating the argumentative writing, students need to use the critical thinking skill and a particular argumentative writing instruction to foster the argumentative writing ability. The genre-based approach (Feez, 1999; Hyland 2004) focusing on the argumentative text (Toulmin, 1974), together with critical thinking framework (Duron, Limbach, & Waugh, 2006), is adopted in this study as the researcher sees the advantages of combining these approaches together in using them as the model of argumentative writing instruction. Genre-based approach will help students to understand the texts more easily and increase the ability of argumentative writing. The argumentative text based on the Toulmin model will allow students to see the important elements that are included in the argumentative writing. By analyzing the argumentative text based on the Toulmin model, it can help students to construct their own argumentative text effectively as they know what they have to write and include in the text to make it meaningful (Nesbitt, 2012). Plus, students' critical thinking will be fostered by using the critical thinking framework which could help them think critically while giving the opinions or viewpoints to support their position in the argumentative writing.

Therefore, the researcher sees the benefits of using genre-based approach and critical thinking framework in teaching argumentative writing which could assist students to develop their writing skill in argumentation. Thus, the current study was conducted to research and explore the effect of the argumentative writing instruction using genre-based approach and

critical thinking framework. The aim of this study is to investigate how argumentative writing instruction using genre-based approach and critical thinking framework affects upper secondary students' English argumentative writing ability as well as their opinions towards writing instruction.

Research Questions

1. To what extent does argumentative writing instruction using genre-based approach and critical thinking framework enhance upper secondary school students' argumentative writing ability?
2. What are upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework?

Research Objectives

1. To investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school.
2. To explore upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework.

Literature Review

Genre-based approach or GBA is an approach that can be used in English instruction class as it emphasizes on models and significant features of texts written for a specific purpose, the understanding and production of the particular texts, and the social purposes of communication. Plus, studying writing through GBA leads students to write a text to achieve the specific purposes. In this study, the design of argumentative writing instruction involves the consideration of teaching and learning cycle proposed by Feez (1999) and Hyland (2004). It is the five teaching stages which were adapted as the argumentative writing instruction using genre-based approach framework for designing the instructional instrument because this cycle could be useful for the students as it scaffold them to move towards the potential level of performance and strengthens the confidence of writing independently. Changpueng (2010) also used genre-based approach for the development of an English writing course for undergraduate engineering students at King Mongkut's University of Technology North Bangkok. The findings showed that the course was effective since the students' posttest scores were significantly higher than the pretest as well as the students also had positive opinions towards the course.

Critical thinking is important for every person in nowadays as it offers the ability to think clearly and rationally. People with critical thinking would have the ability to understand the logical ideas identify, construct, and assess arguments, as well as solving problems systematically. The Critical Thinking Framework proposed by Duron et al. (2006) was employed in this study to design lessons for helping the students to increase their critical thinking skill in

order to think critically and write an effective argumentative writing with strong opinions. The framework consists of five steps. Zimmerbaum (2014) conducted the instruction using critical questioning strategy and the Toulmin model of argument with the nine eighth-grade English language art students. The results revealed that critical questioning strategies, together with the Toulmin model, were effective to use as the strategy to improve the quality of the students' argumentative writing. Thus, this approach could increase the students' proficiency in creating well-reasoned arguments.

As argumentative writing comes in many forms, the Toulmin model of argument proposed by Stephen Toulmin, has been used in argumentative writing instruction widely. This model is a structure for analyzing arguments and some of the elements in this model were used in this research to teach argumentative writing. There are six elements. In this research, only four elements were employed to the study: claim, ground, warrant, and rebuttal. The researcher focused on these four elements because the participants in this study were the upper secondary school students with low-medium level of English proficiency. Jantasin (2015) investigated the effects of writing instruction based on Toulmin model in flipped learning environment on argumentative writing ability of undergraduate students. The findings revealed that the writing instruction using Toulmin model enhanced their argumentative writing ability as it helped them to expose to contents and practice more in their classroom.

Methodology

Population and Participants

The participants in this study were 15 secondary school students, tenth grade, with mixed gender and low-medium level of English ability. The result of this research only generalizes to only this specific public school. The researcher conveniently selected this school because the school is around the area of the researcher and the school is willing to cooperate for allowing the researcher to conduct the argumentative writing instruction with the students. In addition, the students were from French major, and they were arranged to enroll in this argumentative writing course by the school. The course was conducted to enhance the students' argumentative writing as they have difficulty in constructing the argumentative writing.

Instruments

The research instruments of this research are divided into two categories: Instructional tools and Data collection tools.

Instructional Tools: Lesson Plans: Lesson plans were constructed based on the genre-based approach teaching and learning cycle (Feez, 1999; Hyland, 2004) which consists of five stages: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text, and the critical thinking framework (Duron et al., 2006) consisted of determine learning objective, teach through

questioning, practice before you assess, review, refine, and improve, and provide feedback and assessment of learning. The four elements of Toulmin model of argument, claim, grounds, warrant, and rebuttal, are emphasized in the argumentative writing instruction as well.

There were two units which consisted of five lessons each, and the lesson plans were created to teach for 10 weeks, 20 periods: two periods for pretest, 16 periods for the argumentative writing instruction, and two periods for posttest and questionnaire.

The researcher combined the genre-based approach, critical thinking framework to teach argumentative writing based on the four elements of Toulmin model to be the conceptual framework of this study. The lessons, content, and activities were constructed according to the argumentative writing instruction using genre-based approach and critical thinking framework. There were five steps in the argumentative writing instruction including (1) building the context of argumentative topic by determining the goal of learning and purpose of the text through general questioning, (2) modeling and deconstructing the argumentative text based on the Toulmin model and the rhetorical structures through in-depth questioning, (3) active learning on joint construction of the argumentative text with the guidance of informative questioning, (4) practicing independent construction of the argumentative text with provided self-questioning, and (5) reviewing related argumentative text emphasizing Toulmin model by analytical questioning and providing feedback for improvement. For the first step, the teacher set the goal of learning to ensure that the students were able to exhibit the critical thinking. Plus, the purpose and the setting of the argumentative writing were revealed through discussion by using general questioning. The second step, teachers and students discussed and explored the whole text with the emphasis on the elements of Toulmin model as well as the key grammatical and rhetorical features through the in-depth questioning. The third step, the teacher provided activities to promote active learning. Teacher and students worked together to construct the argumentative text using the informative questioning. The fourth step allowed students to construct the argumentative text independently using the self-questioning. They had to utilize what they had learned to create their own writing with the supervision of the teacher. In the last step, students review the related argumentative text or other texts with the same context based on the Toulmin model through analytical questioning.

Data Collection Tools: The argumentative English writing test and questionnaire: These tools were used before and after the treatment to collect both quantitative and qualitative data. The argumentative English writing test, including the pretest and posttest, were used to measure and compare the students' argumentative writing ability before and after receiving the treatment. The questions of the pretest and posttest were the same which asked the students to write an argument to the specific topic. The students' argumentative writing ability was evaluated by using the argumentative text scoring rubric which was adapted from Toulmin Argumentative Essay Rubric of Krieger-James (2012).

After the treatment, the questionnaire, consisted of Likert 4-point scale and open-ended questions, was distributed to the students to complete. The purpose of doing the questionnaire is to explore and examine the students' opinion towards the argumentative writing instruction course. The questionnaire was constructed to capture important points of view of the students such as the opinions towards the instruction, the components of writing, the argumentative elements, the advantages and disadvantages of the instruction, and the strengths and weaknesses of the instruction. The item-objective congruence (IOC) was completed by three experts who are experience in the field of English teacher to measure the validity and reliability of the tests.

Data Collection

The data collection took 10 weeks, 20 periods which started from the pretest, the argumentative writing instruction treatment, posttest, and questionnaire. The pretest was conducted during the first two periods of the course. During the third period to the eighteenth period, the argumentative writing instruction was conducted. Finally, the posttest was conducted during the last two periods which were the nineteenth and twentieth period, and after completing the posttest, the students completed the given questionnaire on the same period.

Data Analysis

Both the quantitative and qualitative data analysis was used in the research. The quantitative data analysis was used for the first research question in measuring the effect of the argumentative writing instruction, and the second research question in exploring the students' opinion towards the argumentative writing instruction in terms of descriptive statistics. The qualitative data analysis was used for the second research question to elicit the students' opinions towards the course in terms of content analysis.

The quantitative data was obtained from the comparison of the students' pretest and posttest writing scores, resulted from the Toulmin Argumentative Essay Rubric of Krieger-James, which were conducted before and after the argumentative writing instruction treatment, and from the questionnaire of the students after the treatment. Qualitatively, the data was obtained from the questionnaire as well to explore the students' opinion.

The pretest and posttest scores were analyzed by using paired-sample t-test, and the students' opinions from the questionnaire were analyzed by content analysis.

Results

Due to the two research objectives of this study, the data was presented into two parts according to the research questions. The first part was to answer the first research question, and the second part was to answer the second research question.

Research question 1: To what extent does argumentative writing instruction using genre-based approach and critical thinking framework enhance upper secondary school students' argumentative writing ability?

To investigate the effect of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students, the students were assigned to write the five paragraphs argumentative essay on the given topic in order to complete the argumentative writing tests which were the research instruments for the first research question. The questions of the pretest and posttest were the same, and the total score was 25. The students' argumentative writing pretest and posttest were assessed by using the argumentative text scoring adapted from Toulmin Argumentative Essay Rubric of Krieger-James (2012). The tests were scored according to two main components which are the arguments section and the conventions section. The arguments section emphasized on the function of each paragraphs and the elements of Toulmin model, whereas the conventions section focused on the grammatical usage.

The table 1 below shows the comparison of the students' argumentative writing pretest and posttest mean scores, standard deviations, t-values, and statistical significance.

Table 1 *Comparison of students' argumentative writing ability pretest and posttest scores (score of 25)*

	N	Min	Max	Mean	SD	t	Sig (2-tailed)
Pretest	15	2.00	7.00	4.83	1.848	-9.186	.000*
Posttest	15	5.25	23.50	15.70	4.097		

* $p < .05$

From the table 1, it shows that the mean score of the students' posttest increased from the students' pretest. The mean score of the students' pretest was 4.83 (SD = 1.848), whereas the mean score of the students' posttest was 15.70 (SD = 4.097). The mean difference of both tests was 10.87 which is high. Furthermore, the lowest score of the pretest was 2.00, and the highest score was 7.00. On the other hand, the lowest score of the posttest was 5.25, and the highest score was 23.50. The t-value of both pretest and posttest was -9.186. To sum up, the results of the posttest indicated that the students had a significant improvement of their argumentative writing ability after receiving the argumentative writing instruction at the level of 0.05 ($p < 0.05$).

Research question 2: What are upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework?

To explore upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework, the questionnaire was used as the instrument. The questionnaire was distributed to every student, and the students did the questionnaire after they completed the posttest. The data obtained from the 13 statements and two open-ended questions was used to analyze in this research. The

descriptive statistics: mean and standard deviations was used to analyze the result from 13 statements, and the content analysis was used to analyze the open-ended questions.

Table 2 *Means and standard deviations of students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework*

	Questionnaire Items	Mean	SD
1.	This argumentative writing instruction improves my argumentative writing skill.	3.53	0.516
2.	This argumentative writing instruction encourages me to write argumentative writing in the future.	3.60	0.507
3.	Model text helps me to understand how to construct the argumentative writing.	3.60	0.507
4.	Using model text as a guideline makes me feel more confident in writing an argumentation.	3.67	0.488
5.	The elements of argument help me to understand more about argumentative writing and be able to write the argumentative text.	3.67	0.488
6.	I use critical thinking in analyzing the model text.	3.60	0.507
7.	I use critical thinking in writing argumentative text.	3.60	0.507
8.	Questions in the lessons help me to understand the argumentative text more.	3.73	0.458
9.	Questions in the lessons help me to brainstorm ideas to write an argumentation.	3.73	0.458
10.	Questions in the lessons help me think more critically.	3.53	0.516
11.	Comparing my friend's argumentative texts allows me to think critically and explore the differences among them.	3.40	0.507
12.	Feedback received from the teacher helps me to develop my next argumentative writing.	3.67	0.488
13.	I prefer to study other writings in the same way as this class.	3.47	0.640
Average		3.60	0.507

Table 2 reported the result of the Likert 4-point scale questionnaire from the students. The agreement was categorized into 4 point scale: 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree. The Likert 4-point scale was interpreted by using the formula of Best and Kahn (1998). The overall mean score of the questionnaire item is higher than 3.26, and the average mean score of the questionnaire is 3.60 which indicates that the students have positive opinions towards the argumentative writing instruction using genre-based approach and critical thinking framework.

For the two open-ended questions, the questions were about asking the students' opinions of the argumentative writing instruction whether it helped the students' improved their argumentative writing, and the difficulty of studying the argumentative writing instruction.

Key phrase frequencies were counted in order to report the students' opinion towards the argumentative writing instruction from both open-ended questions. The first open-ended question was "Do you think this argumentative writing instruction help you improve your argumentative writing ability?" The results from this question are shown below.

Table 3 *Students' opinions regarding their improvement of argumentative writing ability after receiving the argumentative writing instruction*

Students' opinions	Frequencies of key phrases in the answer
1. knowing and understanding more of how to construct a piece of argumentative writing	8
2. knowing more vocabulary	5
3. developing the process of constructing a piece of argumentative writing	3
4. creating a longer piece of writing	2
5. developing the method of writing to make it more clear	1
6. helping in doing the work and help creating a good piece of writing	1
7. having more experience in writing more than those who do not study in this argumentative writing instruction	1
8. creating a piece of writing with correct grammar	1

Table 3 reports the summary of the students' opinions towards the argumentative writing instruction using genre-based approach and critical thinking framework. Every student mentioned that the argumentative writing instruction helped them improve their argumentative writing instruction with various reasons to support their opinions. The highest frequencies of students' opinion that was mentioned was "knowing and understanding more of how to construct a piece of writing" ($f = 8$), followed by "knowing more vocabulary" ($f = 5$), "developing the process of constructing a piece of writing" ($f = 3$), "creating a longer piece of writing" ($f = 2$), "developing the method of writing to make it more clear" ($f = 1$), "helping in doing the work and help creating a good piece of writing" ($f = 1$), having more experience in writing more than those who do not study in this argumentative writing instruction" ($f = 1$), and "creating a piece of writing with correct grammar" ($f = 1$).

The second open-ended question was "What is the difficulty in studying this argumentative writing instruction?" The results of this question were shown below.

Table 4 Students' opinions regarding their difficulties in learning argumentative writing

Students' opinions	Frequencies of key phrases in the answer
1. Lack of vocabulary	8
2. Sentence structure	4
3. Lack of English knowledge	5
4. Knowledge of writing	2
5. Grammar	1
6. No difficulty	1

As shown in Table 4, it reports the summary of the students' opinions whether they had difficulty in learning towards the argumentative writing construction using genre-based approach and critical thinking framework. 14 participants mentioned that they had difficulty in learning with various reasons, while one participant stated that he or she had no difficulty in learning the argumentative writing instruction. The reasons that were stated are listed in the table 4. The highest frequencies of students' opinion that was mentioned was "lack of vocabulary" ($f = 8$), followed by "sentence structure" ($f = 4$), "lack of English knowledge" ($f = 5$), "knowledge of writing" ($f = 2$), "grammar" ($f = 1$), and "no difficulty" ($f = 1$).

As a conclusion, the findings from constructing the argumentative writing instruction using genre-based approach and critical thinking framework showed that it is effective for helping the students to improve their argumentative writing ability.

Discussions

By analyzing the argumentative model text using critical thinking through genre-based approach and knowing how to construct the argumentative writing with important elements of argument, the students' argumentative writing ability improved. Every student got higher score on the posttest than the pretest. This proved that the argumentative writing instruction using genre-based approach and critical thinking framework was effective.

The English content knowledge was the important factor in doing the writing. Students must at least have the basic skill of writing, vocabulary usage, or sentence structure. As mentioned earlier that the students were low to medium English level proficiency, the students have not been exposed much to the English writing. The pretest showed that they were not able to write argumentation in the correct way of the argumentative pattern. They all wrote one paragraph, and there were few students did not even write a paragraph. There were no introduction, body, and conclusion. The four elements of argument of Toulmin model: claim, grounds, warrant, and rebuttal, were hardly found in the students' pretest. In the pretest, the students tended to express their opinions only without considering the purpose of writing argumentation, the pattern of the argumentative essay, and the importance of giving reasons to convince the readers with proper evidence. These were the reasons why

all students' pretest scores were very low. These problems may occur because they lacked the English content knowledge. They also had a hard time in organizing ideas and providing evidence to create a well-organized essay pattern.

However, after the students received the argumentative writing instruction, their posttest tended to have all of the elements of Toulmin model. Students were able to construct five-paragraph essay: one introduction, three bodies, and one conclusion with four elements of argument. The genre-based approach can be the reason of the enhancement of the students' argumentative writing ability. The advantages of the explicit teaching of the genre-based approach allowed students to understand how the argumentative writings were organized. This is in line with the study of Piyatida Changpueng (2009) that the GBA helped students to understand the structure of the genres more clearly and understand how the text structured. The genre-based approach also provided encouraging and non-threatening environment to the students as they were not afraid to take risks while they were writing. They analyzed the model texts and used them as their guidelines or examples in doing the writing. This supports the study of Elashri, I.I.E.A. (2013). They had time to make themselves familiar with the particular argumentative writing in specific context and had a chance to practice both in group and individually. The students felt free to write and shared their opinions from using their critical thinking in the class as well.

As writing is considered to be a productive skill, different background knowledge was taken into consideration. According to the findings from the pretest and posttest, the students got higher scores on the posttest with different level of improvement. Every student was taught in the same way and lessons, but still their argumentative writing ability improved differently. The reason might be their individual's background knowledge.

Another point to be discussed is the students' characteristics and ways of learning. The students' characteristics and ways of learning can be the causes of the students' writing improvement and performance. Although the posttest scores of every student were improved after receiving the argumentative writing instruction, the students improved at the different levels. According to table 5, S8 got the highest improvement. This student did not pass the pretest and got quite low score, but for the posttest, the student got the highest posttest score in the class. It was observed that this student loves learning English and had motivation in learning. On the other hand, S4 got the lowest difference between the pretest and posttest score. This student failed both of the pretest and posttest, but he improved a little bit on the posttest. This student had little interest in English and had less effort in learning and writing argumentation. This might be because of the student's characteristics that affect the learning.

Table 5 *The pretest and posttest raw scores of the students*

Participants (N=15)	Pretest	Posttest	Difference
S1	7.00	14.25	7.25
S2	2.00	14.75	12.75
S3	5.00	19.00	14
S4	3.00	5.25	2.25*
S5	7.00	16.00	9
S6	2.00	19.50	17.5
S7	3.00	20.00	17
S8	5.00	23.50	18.5**
S9	6.00	17.00	11
S10	6.50	13.00	6.5
S11	7.00	13.75	6.75
S12	4.00	14.50	10.5
S13	3.00	15.50	12.5
S14	6.00	13.75	7.75
S15	6.00	15.75	9.75
Average	4.83	15.70	10.87

** = largest score difference/ * = smallest score difference

Moreover, the findings from the questionnaire were analyzed and identified into different aspects: the effects of the genre-based approach, the advantages of critical thinking framework, the improvement of the writing ability, and the difficulties in learning. The results revealed that the students had positive opinions towards the argumentative writing instruction using genre-based approach and critical thinking framework, the findings confirmed by previous studies (Changpueng (2009) and Udomyamokkul (2004)). Most of the students strongly agreed with all the aspects asked in the questionnaire; therefore, this means that the argumentative writing instruction was effective.

The findings from the open-ended question asking the improvement of the students showed that the argumentative writing instruction in this study provided the knowledge of constructing the piece of writing in the correct way, and students understood the argumentative writing patterns clearly. The reason of this improvement could be the effect of using genre-based approach and critical thinking framework. This is in accordance with the findings from questionnaire of Wiwat Udomyamokkul's study (2004) that the instruction was useful in aiding the students to effectively organize the ideas. The genre-based approach provides model texts for students to analyze and allows the students to learn from what they explored. Using model texts as an example in doing the writing made students to learn faster and had more confidence in writing. After being familiar with the argumentation, the students were able to construct the argumentative writing in a correct pattern with appropriate

arguments to support their position. This might be the reason that the students reported in that way.

However, there were difficulties in learning reported from the students. The main concern was about the English content knowledge. This point was mentioned earlier that students need to have sufficient content knowledge in order to write an argumentation, and this was the main obstacle of the students while learning in the class. Following the results of the students' argumentative writing ability was improved; the stated difficulties might not be the obstacles.

Pedagogical Implication

First, the chosen model texts should be motivated and suitable with the level of the participants, so that they will enjoy more. The topic of the model texts should be interesting and meet the students' interest. Second, teachers can maximize the time usage in the class to give time for the students to practice. The time can be given to the students who need help, and also teachers can spend time in giving individual feedback to the students. Third, class size should not be too large as every student needs advice from the teacher while doing writing. So, the small class size would be more suitable to teach argumentative writing. Lastly, the elements of Toulmin model can be used to teach students in different levels. Teachers can design the lessons and choose the suitable numbers of elements to teach which should be appropriate to the students' English level of proficiency.

Recommendations for Future Research Studies

After conducting argumentative writing instruction using genre-based approach and critical thinking framework with the students, the findings of the study gave some recommendations for future research. The suggestions are as follows:

First, this study was conducted with upper secondary school students, the future research could be conducted with different level of students such as university students. Second, the genre-based approach could be used as the writing instruction with other types of writing. Any types of writing can employ genre-based approach to teach. Students can analyze the model text of the particular genre and learned how to construct the writing and be able to create different types of writing. Third, this study is a one group pretest-posttest, more groups could be added in future research in order to see more differences between groups. Lastly, future researcher could employ other types of instruments to explore the students' opinions towards the instruction such as interview and students' logs. These can gain more deep opinions from the students as there are spaces for them to express their opinions.

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