Vol. 10, No. 2, pp. 222-232, 2020 DOI: 10.23960/jpp.v10.i2.202008

Jurnal Pendidikan Progresif

e-ISSN: 2550-1313 | p-ISSN: 2087-9849

http://jurnal.fkip.unila.ac.id/index.php/jpp/

Factual Text Genre: Analysis of the Ability of High School Teachers in Developing Learning Tools

Imam Safi'i, Wini Tarmini, Hamzah Puadi Ilyas

Graduate School of Indonesian Languange Education, Universitas Muhammadiyah Prof. DR. HAMKA Jakarta, Indonesia

*Corresponding e-mail: imamsafii2077@uhamka.ac.id

Received: 22 June 2020 *Accepted: 04 August 2020* *Published: 19 August 2020*

Abstract: Factual Text Genre: Analysis of the Ability of High School Teachers in Developing Learning Tools. Objective: This study aims to describe the ability of Indonesian language teachers in Banten Provision in designing factual text genre. **Method:** The method was content analysis. The research sample was taken purposively through the XII grade. Indonesian Language Lesson Plan Module compiled. Data collection and analysis were done by measuring the relevance of data categorization in terms of genre pedagogical, genre scientific, and the completeness of the evaluation instrument. **Findings:** The average ability of teachers in describing learning with genre pedagogical approach was 67%; the ability of teachers in describing genre scientific methods was 83%; the ability of teachers in making assessment instruments based on the genre of text was 50%. **Conclusion:** Teachers' competence in designing textual genre-based learning was not optimal. The results of this study can be utilized as an assessment of the effectiveness of the implementation of Indonesian language learning based on the text genre.

Keywords: factual text genre, high school teacher, content analysis

Abstrak: Genre Teks Faktual: Analisis atas Kemampuan Guru SMA di Provinsi Banten dalam Penyusunan Rencana Pelaksanaan Pembelajaran. Tujuan*: Penelitian ini bertujuan untuk mendeskripsikan kemampuan para guru bahasa Indonesia di Provinsi Banten dalam mendesain pembelajaran genre teks factual.* ***Metode:*** *Metode penelitian yang digunakan adalah analisis isi. Sampel penelitian diambil secara purposive melalui Modul Rencana Pelaksanaan Pembelajaran Bahasa Indonesia Kelas XII. Analisis data dilakukan dengan cara mengukur relevansi kategorisasi data dari segi pedagogi genre, saintifik genre, dan kelengkapan instrumen evaluasi.* ***Temuan:*** *Rata-rata kemampuan guru dalam mendeskripsikan pembelajaran dengan pendekatan pedagogi genre sebesar 67%, kemampuan guru dalam memaparkan metode saintifik genre sebesar 83%, dan kemampuan guru dalam membuat instrumen penilaian berbasis genre teks factual sebesar 50%.* ***Kesimpulan:*** *Kompetensi guru dalam merancang pembelajaran berbasis genre teks belum optimal. Hasil penelitian ini dapat dimanfaatkan sebagai penilaian efektivitas implementasi pembelajaran Bahasa Indonesia berbasis genre teks.*

Kata Kunci: *genre teks faktual, guru sekolah menegah atas, analisis konten.*

To cite this article:

Safi'i, I., Tarmini, W., & Ilyas, H., P. (2020). Factual Text' Genre: Analysis of the Ability of High School Teachers in Developing Learning Tools. *Jurnal Pendidikan Progresif*, *10*(2), 222-232. doi: 10.23960/jpp.v10.i2.202008.

INTRODUCTION

The learning of the factual text genre is learning that utilizes text as one of the main foundations in carrying out language learning. Genre is a meaning and social purpose, while the type of text is a physical form. Therefore, the genre-based approach is also called text-based (Kemendikbud Team, 2016). From the point of view of social semiotic theory, text is a social process oriented to a social goal. Text is an embodiment of social activities and social aims, both oral and written (Mahsun, 2014). Text-based Indonesian Language Learning is interpreted as learning that leads students to be able to think systematically, empirically, and critically (Agustina, 2017).

Understanding Indonesian language teachers' ability with regard to textual genre and its implementation in learning is very much needed. Teachers' understanding and ability to implement textual genre-based learning will be able to lead students to think systematically, critically, and creatively. In teaching learning-processes, a teacher must develop a lesson plan. Lesson plan is one of the procedural foundations used by teachers in carrying out learning-teaching activities. Through Lesson plan, a teacher can design classroom activities that can encourage students to learn how to generate questions from the texts they read, the characteristics of the phenomena they observe, and the conclusions they draw from scientific models or investigations (Ernst-Slavit & Pratt, 2017). Therefore, the teacher's understanding and competence in designing and developing learning based on the genre of text is a must before he carries out the learning activities in the classroom. Therefore, learning is expected to be effective. Based on lesson plan, the implementation plan of textual genre learning will be elaborated, which includes the flow of thought and procedures developed by the teachers in carrying out and realizing intellectual-based learning genres, namely, pedagogy, scientific genres, and assessments based on intellectual genres.

Pedagogy genre is an approach to learning Indonesian that applies to four learning pathways: building context, examining models, guiding construction, and constructing independently. In some literature, the method is believed to be able to increase the effectiveness of learning. This is similar to the result of research conducted by (Lo &Jeong, 2018). They compare the learning outcomes in writing essays before and after the intervention using genre pedagogical methods. According to them, students can produce better argumentative essays in terms of developing logical ideas and the use of academic language.

Scientific genre is a genre-based learning of text that implements the scientific thought process in the form of observing, questioning, reasoning, and communicating. Scientific knowledge is something special (Sufairoh, 2016a). This is because the scientific approach is a learning process that supports student creativity. Through scientific approach, students' scientific attitudes will be awakened (Kusumaningsih, 2013). Besides this, scientific genres can improve students' critical thinking skills, which play a central role in learning, (McPeck, 1981; Beyer, 1987; Stupple et al., 2017; Safi'i & Muljono, 2018). Critical Thinking allows students to make logical and unbiased decisions, (Heijltjes, van Gog, Leppink, & Paas, 2014). A comprehensive assessment of critical thinking is also a multidimensional construct that includes reasoning, decision making, and problem solving skills (Bensley et al., 2016). This is also in line with Nurdyansyah and Musfiqon (2015) who state that the scientific approach to learning does not only focus on how to develop students' competencies in conducting observations or experiments but also focus on how to develop students' knowledge and thinking skills so that they can support creative and innovative activities.

In addition to describing teachers' understanding competencies and ability about

learning based on textual genres, the implementation of lesson plan will also give the information about teachers' competencies in developing evaluation instruments based on textual genres. The development of evaluation instruments is one of the professional competencies that must be possessed by a teacher. This is in line with Teacher and Lecturer Regulations (2007), which states that a professional teacher should be able to arrange and conduct evaluation or assessment properly. Based on the development and implementation of evaluation, data that illustrate the success rate of learning can be obtained.

The role of evaluation which is vital in learning must be supported by qualified evaluation instruments that can measure students' high-level thinking skills or high order thinking skills (HOTS). Standard evaluation instruments in learning and assessment can have a positive effect on language learning in the form of critical thinking skills, creativity, and student motivation (Thnull, 2017). These various capabilities need to be improved and fostered through the procurement or evaluation of quality learning instruments. In the theory of Augmented Intelligence cited by Lo and Jeong (2018), intelligence involves creative skills in generating new ideas, analytical skills in evaluating whether ideas are good, practical skills in practicing ideas and convincing others about the value of ideas, and wisdom-based skills in confirming that someone uses a person's knowledge and skills to serve the common good.

With regard to the Indonesian context, the question emerging refers to Indonesian Language teachers' ability in preparing lesson plan and text genre based evaluation using genre as well as scientific genre approaches as emphasized in the 2013 curriculum. Some research related to the implementation of the 2013 curriculum principles, especially about the factual text genre, has been conducted. However, there is very little information on teachers' understanding and ability in preparing the lesson plan.

Some previous studies which have investigated textual genres are conducted by Agustina (2017), Setiwati (2018), and Saputro et al. (2019). Agustina (2017), for example, explores more about the concept of the textual genre and its variety contained in the 2013 curriculum. Setiawati (2018) emphasizes the implementation of text-based reading learning, while Saputro et al. (2019) highlights the implementation of text-based Indonesian learning contained in the textbooks.

The conceptual understanding for teachers about the textual genre has indeed become the basis for teachers in making plan and implementing textual genre-based learning processes. However, the conceptual understanding is certainly not internalized when it is not implemented in the lesson plan. Conversely, the implementation of textual genre-based learning is also not well realized when teachers are less able to develop intellectual genre based learning plan. This refers to the statement from (Ernst-Slavit &Pratt, 2017). Therefore, discussion in this research focuses on the competency of Indonesian language high school teachers in designing learning plan based on factual text genre. The sub focuses in this study are related to the ability of teachers to describe the steps of learning activities as outlined in the learning implementation plan in terms of pedagogical aspects of the genre, the ability of teachers to describe the steps of learning activities as outlined in the learning implementation plan that is reviewed from the aspects of scientific pedagogy, and the ability of teachers to design assessment instruments contained in textual genre-based learning tools.

This research is expected to get comprehensive data regarding teachers' professional competence in developing learning design or lesson plan based on the text genre, especially the factual text genre. Thereby the results of this research can be used as a basis for taking a number of policies with regard to the

effectiveness of the 2013 curriculum implementation in high school education units in Banten.

METHOD

This research was concerned with lesson plan compiled and recorded in a module by a Group of Subject Teachers of the Indonesian Language Teachers in Banten Province. The group of subject teachers is divided into eight regions, namely South Tangerang City, Tangerang City, Tangerang Regency, Cilegon City, Serang City, Serang Regency, Pandeglang Regency, and Lebak Regency.

The procedure in this research consisted of three stages: (1) orientation to reading: researchers explored data about the ability of Indonesian language teachers in Banten Province in the design of learning plan about the factual text genre, (2) exploration: researchers classified or encoded data based on research sub focuses in the form of teachers' ability to voice learning activities with a pedagogical approach to genre, scientific, and the ability of teachers to prepare evaluation instruments based on the genre of text, and (3) member check: researchers examined the interim report by conducting discussion or group discussion forum to discuss and validate various data research.

Data collection instruments used were a criterion sheet containing a number of indicators on genre pedagogical approaches, scientific pedagogy, and diversity of textual genre evaluation instruments. Teachers' ability data in genre pedagogy was measured by looking at the stages of the learning processed compiled by the teacher, which included building context or conditioning, modeling, producing together, and producing independently. Data on the ability of teachers to describe scientific genres was seen from a series of learning activities that included observing, asking questions, gathering information, processing information, and communicating. The evaluation instrument was based on textual genre in terms of diversity, namely cognitive, psychomotor, and affective aspects.

The data findings related to the three categories are then identified by two terms, namely: (Appropriate) if the lesson plan and evaluation instruments prepared by the teachers are in accordance with the criteria and (Unsuitable) if the lesson plan and evaluation instrument are arranged by the teachers not in accordance with predetermined criteria. The number of findings, in the form of conformity and discrepancy, is then presented with the total amount of data.

RESULT AND DISCUSSION

Teacher's Ability in Describing Activities in terms of Genre Pedagogical Aspects.

Based on the analysis of the steps of learning contained in the lesson plan based on the text genre that has been compiled by a group of Indonesian language teachers, it showed that teachers' competence in describing learning steps using the genre pedagogical approach did not show maximum results, as can be seen in the diagram below:

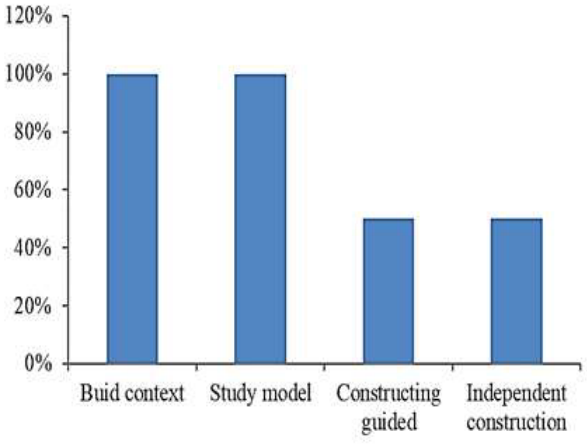

Figure 1. The Teacher's Ability in Describing Learning in terms of Genre Pedagogical Aspects

It can be seen that in the stage of building the context and examining the model, the teachers could describe it precisely. At the stage of building the context, the teachers described the various efforts in conditioning students to be ready to participate in learning activities, for example, by briefly reviewing the material previously studied and linking the material that was learned in the previous meeting with the material to be learned. The development of context or conditioning plays a very important role in supporting the effectiveness of learning as stated by Gebre & Polman (2020), who state that the context of learning has become an important focus of research and discussion related to pedagogy in education.

After conditioning, the teacher described various learning activities related to the material being studied as the planned subject matter. The teacher directed students to jointly study the model or taught material being studied, for example, the text of a job application letter, editorial text, and article. Studying activities conducted together with students can include the characteristics of the language of the text, the structure of the text, as well as various other efforts that can be used to explore student knowledge relating to the material being studied and the competencies expected.

The next stage of learning after conditioning and modeling in learning activities that are approached by genre pedagogy is to construct guided and independently construct. However, the ability of teachers in describing the two stages was not maximal. It was only 50%. Surprisingly, new teachers could describe the stages of guided construction and independently control three teaching materials from six teaching materials of the factual text genre that students would learn. In learning about facts and opinions, articles, and criticism the teacher could not describe the stage of guiding construction correctly.

In the guided construction phase, teachers should explain about the activities of students in producing factual text genre. This can be done by students - with the guidance of the teacher - both independently and collaboratively with their peers. The guided learning phase is important because it can provide a more intensive student learning experience. The guidance can be used as mediation to achieve learning objectives (Butler & Shibaz, 2014). Guided learning can provide opportunities for students to gain more meaningful knowledge (Hartini & Qohar, 2018).

In line with the opinion of Hartini and Qohar (2018) above, Hooi et al., (2017) also state that student participation, along with professional guidance, has a significant and positive effect. According to Topu and Goktas (2018), there is a correlation between cognitive involvement and achievement in the guided group. The guided learning approach not only benefits students in terms of improving their project performance but also increases their learning motivation, critical thinking tendencies, and group self-efficacy (Chang & Hwang, 2018). However, in order to improve optimal results in the guided learning activities, it needs to be supported by a more adequate level of teacher knowledge of learning content (Erkens & Bodemer, 2018)

After the teacher describes the learning activities in a guided manner, the teacher also needs to describe the learning activities independently in producing the factual text genre. This needs to be done by the teacher because it can be used to improve students' learning experiences. Thus, students' mastery or ability to produce factual text genres will be more optimal. This is in line with Fischer and Sliwka (2018) who state hat providing opportunities for students to learn independently can further improve learning outcomes. Child-centered learning requires teachers to see children as active partners who can learn and develop deep understanding of their students, including the various ways in which they learn (Phelps et al., 2012).

Teachers' understanding and implementation of learning designs using genre pedagogical approaches needs to be continued. This is because the learning design or lesson plan is one of the formal foundations for teachers in implementing the learning process. Lo and Jeong (2018) mention that genre pedagogy is believed to be able to increase the effectiveness of learning. They comparethe learning outcomes in writing essays before and after the intervention using genre pedagogical methods. According to them, students produce better argumentative essays in terms of developing logical ideas and the use of academic language.

The Teacher's Ability in Describing Learning Activities Based on Scientific Pedagogical Aspects

The teacher's ability to describe learning activities in terms of scientific pedagogical aspects includes learning that encourages students to be active in observing, questioning, gathering information, reasoning, and communicating. The following are the results of an analysis of the ability of teachers to describe the learning activities of the factual text genre contained in the learning design or lesson plans.

It can be seen that in general Indonesian language teachers in Banten Province could describe the learning activities of the factual text genre with scientific methods, especially for observing, questioning, gathering information, and reasoning. However, communication activities were not fully described. It was found in the learning of the factual text genre about editorial texts. There were no learning activities related to communicating activities.

Observing activities contained in Indonesian language learning activities are certainly different from other subjects, especially science subjects. Observing activities in learning the factual text genre relates to observing activities directly to social phenomena in society or the environment, but it may be related to artificial phenomena that have been presented in the form of texts.

The learning of the factual text genre used as the studying material in this study was related to job application letters, editorial texts, opinion articles, criticisms, and reports. Of the six factual text genres, scientific activities that are not yet relevant are in learning editorial texts. In the description of the learning activities, there are no learning activities related to communicating. In scientific activities, communicating is a part that is no less important than other activities. Communicating activities can

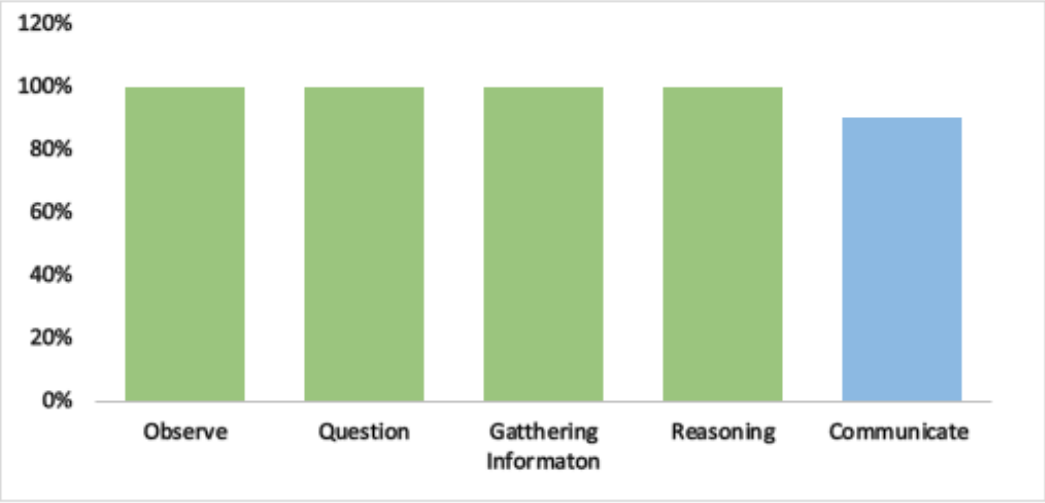

Figure 2. The ability of teachers to describe learning activities in terms of scientific pedagogical aspects

be categorized as the peak of scientific activities because after going through a series of academic or scientific activities a person or student in this case must be able to share knowledge in public so that they will get a variety of appreciation. Communication can improve collaboration. (Greiner et al., 2014; Samahita, 2017; Xiao and Houser, 2005; Zultan, 2012;Brunner & Ostermaier, 2018)

Through communicating activities, in addition to being used as a venue for exchanging information or understanding of teaching material that has been learned by students, it can also be used as a very effective vehicle for developing other students' charters, such as respecting others who are speaking. In fact, good communication can also be used to build civilization (Percio, 2016).

The Teacher's Ability to Design Textual Genre Based Instrument Assessments

Assessment is one component contained in the design of learning or lesson plan. Evaluation instruments developed are not only to measure cognitive aspects but also to deal with psychomotor and affective aspects. The table below shows the results of research relating to the ability of Indonesian language teachers in developing evaluation instruments.

It can be seen that the average ability of teachers in preparing evaluation instruments in accordance with the assessment criteria was 50%. The most prominent teacher's ability was related to the evaluation of cognitive aspects (83%). Some cognitive aspects that often appeared were related to low-level thinking skills, namely memory, knowledge, and application. This does not really support students' competence in solving various problems that require complex thinking skills. Evaluation instruments developed should be based on HOTS (Higher Order Thinking Skills). HOTS standardized evaluation instruments in learning and assessment can positively influence students' linguistic learning in terms of the learning process, performance in assessment, creativity, and motivation for learning (Thnull, 2017).

Findings also showed that psychomotor assessment instruments contained in the lesson plan were still underdeveloped. It seems that teachers' understanding still overlaps between the assessment of aspects of skills and aspects of application in the cognitive realm. Psychomotor assessment is an observation assessment aimed at psychomotor aspects which include tangible ability to demonstrate work. That does not mean

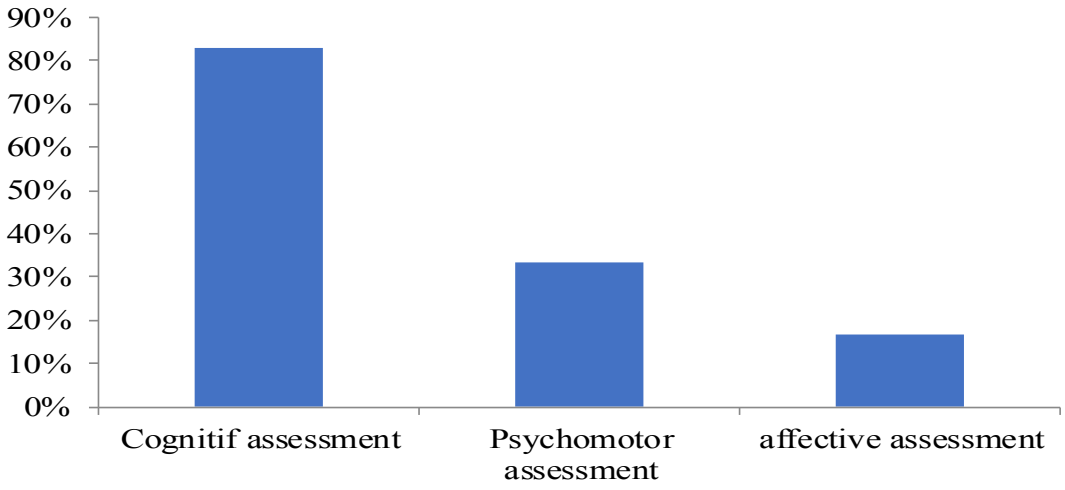

Figure 3. The ability of teachers to design assessment instruments in learning tools

that cognitive elements are not involved. The operationalization of one language skill will generally intersect with other abilities. The measurement of the ability to understand an oral discourse, for example "re-expressing the contents of a radio drama story", can be done verbally through speaking or writing through writing ability (Nurgiyantoro, 2014).

In addition to the teachers' ability which was less optimal in developing evaluation instruments in the psychomotor domain, teachers were also less capable of developing evaluation instruments related to the affective domain. The average teacher's ability was only 16.70%. This can be seen from the lack of evaluation instruments used to measure the affective domain. The affective evaluation instruments developed from each factual genre were still general in nature and were less directly related to the type of text genre being studied. As a result, affective competencies related to the factual text genre were not maximally measured. The measurement of affective aspects related to each aspect of the textual genre was very important because affective competencies greatly support students' academic success. This is in line with Asher and Batool, (2017) who state that there is a significant relationship between affective conditions and students' academic achievement.

The development of evaluation instruments is one of the professional competencies that must be possessed by a teacher. This is in line with Teacher and Lecturer Regulations (2007) that states a professional teacher should be able to arrange and conduct evaluations or assessments properly. Through the development and implementation of evaluation properly, a number of data can be obtained that can accurately illustrate the success rate of learning. Thus, the results of the evaluation can be used as a basis for taking the right decision from the follow-up of the learning that has been carried out.

A variety of students' competencies need to be improved and fostered through the procurement or provision of evaluations with quality learning instruments. This is important, considering that the competency is able to make a positive contribution to creating a smart and quality generation. In the theory of Augmented Intelligence cited by Lo and Jeong (2018), it is said that the combination of cognitive, psychomotor, and affective intelligence that involves creative skills can produce new ideas, analytical skills in evaluating, practical skills in practicing ideas and convincing others about the value of ideas. The integration of cognitive, psycho-motoric, and affective intelligence can also improve wisdom-based skills in confirming that a person uses his knowledge and skills to serve the common good.

Furthermore, in the practice of evaluation or assessment teachers must also apply various evaluation models that can explore students' competencies more comprehensively. The type of evaluation or assessment includes the performance appraisal. Performance appraisal requires individuals to apply relevant knowledge and skills in context, not just completing assignments on cues. Students are observed as they do; the products they make are examined, and the level of proficiency shown is judged. Performance appraisal can be based on several products or processes, for example essays, reflection papers, oral assessments, simulations, process analyzes, and work sample products (Sluijsmans & Prins, 2006). Performance appraisals have a better chance of success when they are designed to accommodate limited attention capacity and working memory (Eva, 2018).

■ CONCLUSION

Based on the above research findings, it can be concluded that the ability of the teachers to create learning design based on genre pedagogy

has not shown maximum results, with the percentage simply reaching 67%. Through learning design or LESSON PLAN (lesson plan) prepared by the teachers, the learning steps developed have not been consistent in accommodating learning methods in accordance with the stages of genre pedagogical methods: building context, providing modeling, producing texts together, and producing texts independently. When the stages are developed consistently, it can support the effectiveness of learning in producing factual texts.

In connection with the development of scientific method genre, the ability of teachers has shown very good results, reaching 83%. In this case, teachers generally have been able to carry out learning with reference to the scientific processes. Regarding the development of evaluation instruments for the learning of the factual text genre, the ability of teachers is still very minimal. The composition in developing evaluation instruments used to measure cognitive, affective, and psycho-motoric domains has not been arranged proportionally, with the ability of the teachers only reaching 50. The most developed evaluation instruments are related to cognitive aspects with the target of memory and understanding. This shows that the competence of Indonesian Language teachers who are members of the Language Teacher Deliberation Group Banten Province is still not optimal.

This research is surely still partial, only measuring the ability of teachers reflected in the lesson plan. More comprehensive research to measure the ability of teachers to carry out the learning of the factual text genre still needs to be developed, especially related to learning practices. Thus, a more comprehensive guide or comparison of research results could be obtained as it includes data obtained through texts and practices or the implementation of learning activities.

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