TEXT-BASED APPROACH TO EFL TEACHING AND LEARNING IN INDONESIA

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ABSTRAK

Pendekatan berbasis teks untuk pembelajaran bahasa Inggris sebagai bahasa asing menggunakan teks sebagai dasar untuk mengembangkan program pembelajaran. Pendekatan ini digunakan di Indonesia sejak diterapkannya Kurikulum Berbasis Kompetensi. Pendekatan ini dikembangkan dari Linguistik Fungsional-Halliday dan mengacu pada penyediaan informasi tentang pengembangan teks yang efektif untuk tujuan tertentu dalam konteks pemakaian bahasa nyata. Dalam pendekatan berbasis teks ini, pembelajaran dilaksanakan dalam dua siklus yaitu siklus lisan dan siklus tulis. Setiap siklus terdiri atas empat tahap, yaitu membangun konteks, pemodelan, mengkonstruksi teks tertuntun, dan mengkonstruksi teks mandiri. Kerangka ini bisa mengakomodasi pemikiran dan inovasi baru dalam pembelajaran Bahasa Inggris sebagai bahasa asing di Indonesia. Dengan demikian sangatlah sesuai diterapkan oleh para guru yang kreatif dan inovatif untuk peningkatan dan perbaikan pembelajaran Bahasa Inggris sebagai bahasa asing di Indonesia.

Kata-kata kunci: teks, pendekatan berbasis teks

INTRODUCTION

Derewianka (1995) states that when children use language, they are constantly learning language, learning through language, and learning about language.

He emphasizes that we never stop learning language—from the babbling of babies to the voracious preschool years, from our early encounters with print and our first attempts at writing through to the secondary textbooks and essays, and then beyond to the new demands of adulthood, where we still continue to learn and refine the language needed in every new situation in which we find ourselves. And it is now widely recognized that we learn through language—that language is absolutely central in the learning process. Our perception of the world is constructed through language, and it is through language that we are able to interact with others in our world.

In schools, we could virtually say that 'language is the curriculum'

But what is learning about language? Derewianka (1996) confirms that as we use language, we develop a relatively unconscious, implicit understanding of how it works. A functional approach to language attempts to make these commonsense understandings explicit. Once they have been brought out into the open, we can use them to help us in the classroom.

One kind of implementation that will be discussed is Text-Based Approach which is also known as Genre-Based Approach to EFL teaching and learning. It is worth to discuss due to: first, it is one of the current trends in EFL teaching and learning at Secondary Schools since the implementation of Competency Based Curriculum; second, as a teacher or prospective teacher it is necessary to relate theory into practice (theory-to-action link) for having clear insights and deep

understanding as a strong basis to conduct teaching and learning.

DISCUSSION

Text and Genre

In Open English Learning Resources Booklet (2002), it is stated that text refers to any meaningful spoken or written language, regardless of its length. A text can exist by itself, a complete spoken utterance, or a written message. It may be a road sign, a conversation or cry for help, it may be one word or many. Different texts have different purposes and are organized in different ways with different language features.
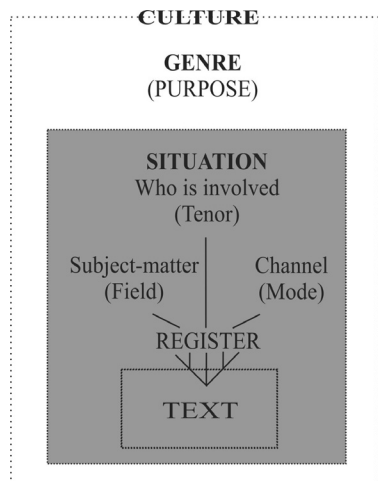

Figure 1. Context culture and situation
(Derewianka, 1995, p.19)

Derewianka (1995: 17-22) illustrates text and genre in the context of culture and situation (see figure 1 below). He states that a text refers to any meaningful stretch of language either oral or written. Texts differ in terms of purpose, structure and lexicogrammatical feature. Moreover, he emphasizes that when we look at how the schematic structure of text helps it achieve its purpose, we are considering its genre. The term 'genre' refers to particular text types, not to traditional varieties of literature (p.18)

Cook (2003: 128) defines genre as a type of discourse, either spoken or written, with particular conventional characteristics. Harmer (2007: 100) simply defines it as style or type of text.

The genre of the text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways.

Texts differ not only in terms of their purpose but also differ according to the particular situation in which they are being used. The type of language used in a text will depend on: 1) the relationship the participants: speaker/listener, writer/reader (tenor); 2) the subject-matter of the text (field); and 3) the channel of communication being used: written or spoken (mode). These three factors together determine the register of the text. Texts vary according to their genre (purpose) and their register (tenor, field and mode) (Derewianka, 1995: 18)

Thus, the genre will determine the overall structuring of the text and the register will determine the language pattern found within the text.

Text-Based Approach

Text-Based Approach is an approach to EFL teaching and learning which is developed from Halliday's Functional Linguistics (Cahyono & Widiati, 2011: 74). This approach is concerned with providing information about the development of effective texts for particular purposes within the context of real, purposeful language use.

Hammond & Derewianka in Tangpermpoon (2008: 5) define text-based approach as the way to language and literacy education that combines an understanding of genre and genre teaching together in the EFL class. Nugroho & Hafrizon (2009: 4) state that text-based approach is the most effective methodology for implementing a text-based syllabus.

Text-based teaching and learning seeks to develop communicative competence by mastering different types of texts.

Different texts have different purposes and are organized in different ways with different language features e.g. a short message telling

one's absent from class to a friend and to a principal will use different language. The note to a friend will use informal language while the note to a principal may employ a polite and formal language.

It shows that to communicate means to be able to use different kind of spoken and written texts in the specific contexts of their use.

Implementation

A text-based approach to teaching and learning uses 'texts' as the basis for developing a teaching and learning program. This approach is based on the idea that learning to use English is improved when: teachers introduce students to complete spoken and written texts within an appropriate situation; teachers help students to develop an awareness of the linguistic features of spoken and written texts and how they are structured; teachers and students construct texts together before students work on their own (Open English Learning Resources Booklet, 2002).

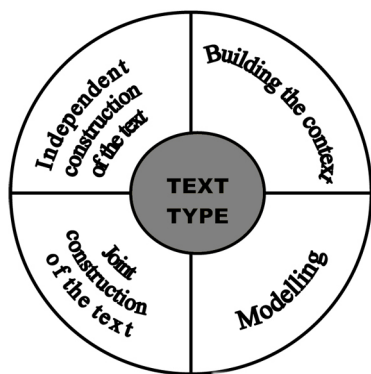These ideas are put into practice in the following stages of teaching and learning:

Figure 2. Stages of teaching/learning cycle (adapted from *Materi Pelatihan Terintegrasi Bahasa Inggris; Buku 2*, 2005; Nugroho & Hafrizon, 2009)

Learning Experiences

a) **Building the Context** (preparation activities)
The aims of this stage are: To help the students to understand the text type they're learning or focusing on, the audience for a particular text, the context in which the text occurs; to activate the students' schemata. Schemata refer to 'knowledge already stored in memory' (O'Malley et al, 1996); Brown (2001) distinguishes two types of schemata. They are content schemata (knowledge of the world) and formal schemata (knowledge of the language); To familiarize the students with the topic in general; To raise the students' interest and create expectation.

Example activities are: developing vocabulary; brainstorming; predicting, putting related words into groups; eliciting or pre-teaching key vocabulary items; matching key vocabulary to pictures; predicting content of the text from visuals (pictures, videos); and previewing the genre/text type from key words, expressions, and discourse markers.

b) **Modeling**

If the children are to write in a particular genre, they first need to become familiar with its purpose and features through immersion in the genre and by exploring sample texts (Derewianka, 1995).
Some typical activities are: giving example of text that the students will produce/write later. The example can be oral or written text; discussing the purposes for which the text is used in English society (e.g. the purpose of a recount is to tell what happened); pointing out particular features of the text type. This means talking about text/generic/schematic structure; talking about the linguistic features of each text type.

c) **Joint Construction of the Text**

Derewianka (1995) states that before students write independents texts, it is useful for them to participate in the group writing of a text in the chosen genre. A text may be jointly constructed by the whole class, by a small group, or by a teacher and child during conferencing.
Typical activities in this stage are: Teacher and students develop a certain type of text together. This can be done by the whole class, small group; Teacher acts as a guide and students enter into

more active participation in learning to write; Before writing, students may gather information by observing something, interviewing somebody, taking notes, reading various resources, discussing something with friends, visiting particular places.

d) Independent Construction of the Text

After the students have read and examined specimen texts in the chosen genre, and had the experience of jointly composing a similar text, they may now choose to write their own texts on a related topic.

In other words, in this stage the students are expected to be able to work in their own (independently). They, in groups or individually, develop or write a text; they may consult their teacher to make first draft; and they use the knowledge from previous stages/phrases esp. the text structure, linguistic features and social function.

Concerning the Process Standard, it is apparent that Exploration is done in the Building the context and Modelling stages. Elaboration is done in the joint construction stage, and confirmation is in the independent construction stage (Mendiknas, 2007: 6-8). The terms of exploration, elaboration, and confirmation can be stated or implied (Tim Widyaiswara, 2010)

The character building is implied. For instance, "cooperative" is developed in joint construction stage; "critical thinking', 'hard working', and 'creativity' are developed during constructing the text (Kemendiknas, 2010: 20-24).

CONCLUSION

Text-based approach is based on Halliday's Functional Linguistics. It uses "text" as the basis for developing a teaching and learning program. Text refers to any meaningful stretch of language either oral or written. Texts differ in terms of purpose, structure and lexicogrammatical feature.

EFL teaching and learning, based on gen-re-based approach, is conducted in two cycles (oral and written cycles) and each cycle consists of four stages, i.e. building the context, modelling, joint construction of the text, and independent construction of the text.

Building the context is a preparation stage. The students are engaged and their schemata are activated, therefore, they will be ready physically, emotionally, and academically to proceed to the modelling stage. Modelling means showing the students what to do, demonstrating and practicing the steps, as preparation for dependent/joint and independent work.

The framework is flexible, in the sense that the teacher can start from any stage depending on the purpose and the students' condition and can refer back to any stage during the learning process. Besides, current thought and innovations can be accommodated in it. Therefore, it is highly recommended to be used.

The teacher's innovative thinking and creativity are necessary to make teaching and learning process interesting, challenging, motivating and inspiring.

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