

## *The Implementation of Text-Based Approach Within The Competency-Based Curriculum In Senior High School*

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### **ABSTRACT**

*This article discusses the integration of the text-based approach within the curriculum 2004, The Competency-Based Curriculum (CBC), also known as the CBC, in senior high schools. The text-based approach, which emphasizes the use of authentic texts and The Competency-Based Curriculum (CBC) operates through a systematic cycle that includes building knowledge, modeling, joint construction, and independent construction, all of which are essential for language learning and skill development. It promotes genuine language learning, critical thinking, learner autonomy, collaboration, and the integration of content knowledge, aligning with the curriculum's goal of fostering competent communicators. Effective strategies under this approach include activating prior knowledge, guided text exploration, collaborative construction, scaffolded writing, peer and self-assessment, multimedia integration, text-based instruction, and project-based learning. Research highlights improvements in students' reading comprehension, writing proficiency, listening and speaking abilities, language awareness, and critical thinking. Additionally, it enhances learner autonomy, motivation, engagement, and content knowledge. The alignment between the text-based approach and the Competency-Based Curriculum (CBC) framework not only enhances language proficiency but also supports the overall goal of producing well-rounded, competent individuals capable of effective communication and critical thinking. This ensures that students are well-prepared for future academic and professional challenges.*

**Keyword:** Text-Based Approach, Competency-Based Curriculum (CBC), Senior High School.

### **1. Introduction**

The integration of the text-based approach within the Competency-Based Curriculum (CBC) in senior high schools has gained significant traction as a valuable methodology for language learning and skill development (Emilia, 2011; Richards & Rodgers, 2014). This approach emphasizes the use of authentic texts, The Competency-Based Curriculum (CBC) follows a systematic cycle of building knowledge, modeling, joint construction, and independent construction, playing a crucial role in language learning and skill development. The text-based approach aligns with the overarching goals of the Competency-Based Curriculum (CBC) by promoting genuine language learning, critical thinking, learner autonomy, collaboration, and the integration of content knowledge (Emilia, 2005; Feez & Joyce, 1998; Rothery, 1996). By placing authentic texts at the center of the learning process, students are exposed to real-life language use, enhancing their linguistic awareness and pragmatic competence (Celce-Murcia, 2007; Mikulecky & Jeffries, 2007).

Effective strategies under this approach include activating prior knowledge, guided text exploration, collaborative construction, scaffolded writing, peer and self-assessment, multimedia integration, text-based instruction, and project-based learning (Feez & Joyce, 1998; Rothery, 1996). Research has demonstrated the positive effects of the text-based approach on students' reading comprehension, writing proficiency, listening and speaking abilities, language awareness, and critical thinking (Emilia, 2011; Zhanahri, 2015). Additionally, it enhances learner autonomy, motivation, engagement, and content

knowledge acquisition (Emilia, 2011; Zhanahri, 2015).

The synergy between the text-based approach and the CBC framework not only improves language proficiency but also supports the development of well-rounded, competent individuals capable of effective communication and critical thinking (Emilia, 2011). Collaborative activities, scaffolded writing tasks, and project-based learning enable students to acquire vital skills including skills like collaboration and critical thinking, and critical analysis, which are essential for their future academic and professional success (Zhanahri, 2015; Feez & Joyce, 1998).

By incorporating the text-based approach into the Competency-Based Curriculum, senior high schools in Indonesia aim to create a learning environment that promotes genuine language acquisition, critical thinking, learner autonomy, and content knowledge (Emilia, 2005; Richards & Rodgers, 2014). This holistic approach ensures that students are well-equipped to handle future academic and professional challenges with the necessary language proficiency, critical thinking skills, and content knowledge (Emilia, 2011; Zhanahri, 2015).

## **2. Method**

### **Resign Design**

The researchers used the literature review guidelines to systematically find and evaluate articles on integrating the Text-Based Approach (TBA) within the Competency-Based Curriculum (CBC) framework. They searched databases like ERIC, Google Scholar, and university libraries using keywords such as Text-Based Approach, Competency-Based Curriculum (CBC) and Language Proficiency. They included peer-reviewed articles, books, conference proceedings, and research reports that focused on Text-Based Approach (TBA) and Competency-Based Curriculum (CBC) in language teaching, as well as related concepts like communicative language teaching and multimedia use. Sources not meeting these criteria were excluded. The selected sources were then reviewed in full, with key findings, strategies, benefits, and challenges being summarized.

## **3. Findings And Discussion**

### **Implementing the Text-Based Approach in The Competency-Based Curriculum in Senior High School**

The text-based approach has become an integral part of Curriculum 2004, also known as the Competency-Based Curriculum (CBC), in senior high schools (Emilia, 2011). This method utilizes authentic texts and uses a systematic approach of knowledge building, modeling, joint construction, and independent construction, which is essential for language learning and skill development (Richards & Rodgers, 2014). The approach supports genuine language learning, critical thinking, learner autonomy, collaboration, and content knowledge integration, aligning with the curriculum's objective of developing competent communicators (Emilia, 2005).

Strategies effective under the text-based approach include activating prior knowledge, guided text exploration, collaborative construction, scaffolded writing, peer and self-assessment, multimedia integration, text-based instruction, and project-based learning (Feez & Joyce, 1998; Rothery, 1996). These strategies have been demonstrated to enhance students' reading comprehension, writing skills, listening and speaking abilities, language awareness, and critical thinking (Emilia, 2011; Zhanahri, 2015).

Research within the Indonesian Competency-Based Curriculum context has shown the positive effects of the text-based approach on learner autonomy, motivation, engagement, and content knowledge (Emilia, 2011; Zhanahri, 2015). By guiding students through the systematic cycle involving authentic texts, the approach deepens their understanding of both

language and content (Feez & Joyce, 1998; Rothery, 1996).

The synergy between the text-based approach and the Competency-Based Curriculum (CBC) framework not only improves language proficiency but also helps in developing well-rounded individuals who are effective communicators and critical thinkers (Emilia, 2011). Collaborative activities, scaffolded writing tasks, and project-based learning enable students to acquire vital skills like teamwork, problem-solving, and critical analysis, which are essential for their future academic and professional success (Zhanahri, 2015; Feez & Joyce, 1998).

Incorporating the text-based approach into the Competency-Based Curriculum aims to create a learning environment in Indonesian senior high schools that promotes genuine language acquisition, critical thinking, learner autonomy, and content knowledge (Emilia, 2005; Richards & Rodgers, 2014). This holistic approach ensures that students are well-equipped to handle future academic and professional challenges with the necessary language proficiency, critical thinking skills, and content knowledge (Emilia, 2011; Zhanahri, 2015).

### **The Importance of the Text-Based Approach in Senior High School English Education in the Competency-Based Curriculum**

The text-based approach is essential in senior high school English education under the competency-based curriculum. By centering language learning on authentic texts, this method significantly aids in developing crucial language skills and communicative competence (Larsen-Freeman & Anderson, 2011). The foundation of this approach lies in the belief that language is best learned through real-life materials that mirror its use in various social contexts.

A major advantage of the text-based approach is its exposure of students to genuine language use, which enhances the authenticity and relevance of their learning (Mikulecky & Jeffries, 2007). Authentic texts span a wide range, including newspapers, magazines, literary works, official documents, and digital media. Through interaction with these diverse texts, students encounter different contexts, genres, and language structures, thus improving their linguistic awareness and equipping them to use language effectively in various situations (Celce-Murcia, 2007).

Using authentic texts also develops pragmatic competence, enabling students to use language appropriately across different social contexts. This includes recognizing and producing language forms suitable for both formal and informal settings, understanding idiomatic expressions, and using language to achieve specific communicative goals. Such practical knowledge is vital for effective real-world communication, where language nuances significantly affect message clarity and appropriateness.

Additionally, the text-based approach aligns well with learner-centeredness and task-based learning principles, key components of the competency-based curriculum (Ellis, 2003). In learner-centered classrooms, the focus shifts from teacher-led instruction to student-driven learning, encouraging students to take active roles in their education. Through analyzing, interpreting, and completing meaningful tasks based on texts, students construct deeper understandings of language concepts (Hedge, 2000).

Task-based learning emphasizes using language to achieve specific objectives, involving activities like writing reports, conducting interviews, or engaging in debates. These tasks require practical application of language skills in often collaborative contexts, enhancing proficiency and developing critical thinking, problem-solving, and interpersonal skills essential beyond the classroom.

The text-based approach also caters to diverse learning styles and needs, accommodating varying student backgrounds, interests, and proficiencies. Teachers can select texts that resonate with students' interests, making learning more engaging and relevant. The variety of available texts allows for differentiated instruction, providing appropriate challenges for all students, from struggling readers to advanced learners. Including texts from different cultural contexts promotes cultural awareness and sensitivity, crucial in today's globalized world. Exploring texts from various cultures provides insights into different worldviews,

traditions, and social norms, fostering open-mindedness and empathy necessary for navigating modern complexities.

Moreover, the text-based approach supports integrating technology into language learning. Digital media offers extensive online resources, such as e-books, blogs, podcasts, and videos, creating dynamic and interactive learning experiences that enhance student engagement and motivation. Technology also facilitates collaborative learning, enabling students to share and discuss texts through online platforms, extending classroom interaction beyond physical boundaries.

Assessment in the text-based approach is more holistic, reflecting students' actual language use. Unlike traditional assessments focusing on isolated skills like grammar and vocabulary, performance-based assessments evaluate students' ability to comprehend, interpret, and produce texts, providing a comprehensive view of their language competence and application in meaningful contexts.

While implementing the text-based approach presents challenges, such as careful text selection and increased preparation time for teachers, the benefits outweigh these difficulties. Teachers guide students through text analysis and task completion, ensuring texts match students' proficiency levels and learning objectives. Professional development and educator collaboration can support effective implementation, equipping teachers with necessary skills and resources.

### **Teaching Strategies for the Text-Based Approach in English Classes**

Effective implementation of the text-based approach in English classes necessitates diverse teaching strategies customized to meet students' varying needs and proficiency levels. A commonly used method involves pre-reading, while-reading, and post-reading activities (Grabe & Stoller, 2019). Pre-reading activities are designed to activate students' prior knowledge and pique their interest in the text. For example, teachers might ask questions related to the topic, discuss relevant background information, or introduce key vocabulary. This not only sets the stage for students to engage with the text more meaningfully but also provides a framework that supports comprehension.

While-reading activities aim to guide students through the process of comprehension. These activities might include having students highlight important points, take notes, answer questions about specific parts of the text, or summarize sections. The goal is to help students interact with the text actively, improving their understanding as they read. Strategies such as these ensure that students remain engaged and are able to follow the narrative or argument presented in the text. Teachers can also employ graphic organizers or guided reading questions to aid in this process, helping students to organize information and identify key concepts as they read.

Post-reading activities encourage further analysis, discussion, and application of the concepts learned (Hedge, 2000). After reading, students might engage in discussions to share their interpretations, write reflections or responses, or complete projects that apply the text's themes to real-world situations. These activities help students internalize and extend their learning beyond the initial reading. For instance, a post-reading discussion might involve comparing the text to others they have read, debating the author's viewpoint, or relating the text to personal experiences. Such activities deepen comprehension and encourage critical thinking, enabling students to connect their learning to broader contexts.

Another essential strategy is integrating language skills through text-based tasks and projects (Hinkel, 2006). For example, students can participate in writing exercises that expand on the themes or genres found in the texts. A story about a historical event could lead to a writing assignment where students create their own narratives set in that period, thereby facilitating the transfer of knowledge and skills across different language domains (Celce-Murcia, 2007). This method allows students to practice and reinforce what they've learned in a creative and engaging way. Projects like these can also be multidisciplinary, integrating history,

literature, and writing skills, which promotes a more holistic approach to education.

Collaborative learning activities, such as group discussions, presentations, and peer feedback sessions, also significantly enhance the text-based approach (Richards & Renandya, 2002). These strategies promote social interaction, the negotiation of meaning, and the co-construction of knowledge. For instance, in a group discussion, students can share their perspectives and build on each other's ideas, enhancing their understanding of the text. Presentations provide opportunities for students to practice public speaking and organize their thoughts coherently. Peer feedback sessions enable students to give and receive constructive feedback, helping them improve their language skills through collaborative effort (Savignon, 2018). Such interactions are crucial for developing communicative competence, as they mimic real-world scenarios where negotiation and clarification of meaning are essential.

Incorporating these strategies ensures that the text-based approach is dynamic and responsive to students' learning needs. By engaging with texts through various pre-reading, while-reading, and post-reading activities, students develop a deeper understanding and appreciation of the material. Integrating language skills through related tasks and projects encourages the practical application of knowledge, while collaborative learning fosters essential communication and social skills. These methods collectively create a rich, interactive, and effective language learning environment.

Furthermore, the use of authentic texts in the classroom exposes students to language as it is genuinely used, rather than simplified or artificial versions often found in textbooks. This exposure helps students develop a more nuanced understanding of language, including idiomatic expressions, cultural references, and varied linguistic structures. By engaging with authentic texts, students are better prepared for real-world communication, as they become familiar with the complexities and subtleties of the language.

Another benefit of the text-based approach is its alignment with the principles of learner-centered education. This approach encourages students to take an active role in their learning, promoting autonomy and self-direction. By selecting texts that interest them or that relate to their lives, students are more motivated to engage with the material. This intrinsic motivation is a powerful driver of learning, leading to better outcomes and a more enjoyable educational experience.

Moreover, the text-based approach can be adapted to different learning contexts and levels of proficiency. For beginner students, teachers might choose simpler texts and provide more structured support, such as guided reading questions and vocabulary lists. For more advanced students, teachers can select complex texts and encourage independent analysis and critical discussion. This flexibility makes the text-based approach suitable for diverse classroom settings, ensuring that all students can benefit from this method.

So, the text-based approach is a multifaceted and highly effective method for teaching English in senior high schools. It not only enhances language skills and communicative competence but also fosters critical thinking, cultural awareness, and learner autonomy. By incorporating pre-reading, while-reading, and post-reading activities, integrating language skills through projects, and promoting collaborative learning, teachers can create a rich and engaging learning environment. This approach prepares students for real-world communication, supports their overall academic development, and aligns with the principles of learner-centered education. As such, the text-based approach is an invaluable component of contemporary English education.

### **Impact of the Text-Based Approach on Students' Language Skills in the Competency-Based Curriculum in Senior High School**

The text-based approach in senior high school English classes, used within a competency-based curriculum, has gained attention for its potential to improve students' language skills. This method uses authentic texts to teach language, showing promise in enhancing overall linguistic competence and communication skills (Grabe & Stoller, 2019). By

integrating various language skills and promoting critical thinking, the text-based approach aligns well with competency-based education, preparing students for the demands of higher education and the workforce.

### **Foundations of the Text-Based Approach**

The text-based approach is based on the idea that language is best learned in meaningful contexts. This idea comes from sociocultural theories of language learning, which emphasize social interaction and cultural context (Vygotsky, 1978). By using authentic texts, students are exposed to real-world language use, helping them understand linguistic structures, vocabulary, and communication norms (Halliday & Matthiessen, 2014).

This approach also aligns with genre-based pedagogy, which recognizes that different text types have unique features and purposes (Martin & Rose, 2008). Understanding these helps students navigate various genres they will encounter in academic and professional settings (Hyland, 2007).

### **Impact on Reading Comprehension**

A primary benefit of the text-based approach is its impact on reading comprehension. Using authentic texts helps students develop strategies for understanding complex language and inferring meaning from context (Grabe & Stoller, 2019). This approach encourages active reading, where students predict, question, and summarize, all essential for deep comprehension (Duke & Pearson, 2002).

Exposure to a variety of text types and genres broadens students' linguistic repertoire, helping them understand diverse reading materials (Schleppegrell, 2004). This is beneficial in a competency-based curriculum, where students need to demonstrate proficiency in understanding and analyzing various text types relevant to their academic and professional needs (Richards & Rodgers, 2014).

So, that students who engage with authentic texts in language learning contexts improve in reading speed, comprehension, and critical analysis skills compared to those in traditional language classrooms (Nuttall, 2005). For instance, Tomlinson (2013) found that students exposed to a text-based curriculum showed significant gains in identifying main ideas, making inferences, and evaluating authors' arguments across different text types.

### **Integration of Language Skills**

The text-based approach also fosters the integration of language skills. Rather than treating reading, writing, speaking, and listening as separate, this approach shows students how these skills are interconnected in real communication (Hinkel, 2006). Using authentic texts as models, students see how language is structured and used effectively in different contexts. This observation informs their own language production, both in writing and speaking (Celce-Murcia, 2007). For example, analyzing a persuasive essay's structure can help students apply similar techniques in their own writing or debates.

Tasks that require synthesizing information from multiple texts and presenting findings orally or in writing improve language skills and develop research and critical thinking abilities, crucial in a competency-based curriculum (Nunan, 2004). Studies support the efficacy of this integrated approach. Zhang (2009) found that students in a text-based, integrated skills program showed significant improvements in both receptive and productive language skills compared to those in traditional programs.

### **Development of Critical Thinking and Analytical Skills**

The text-based approach develops students' critical thinking and analytical skills, essential for communicative competence (Savignon, 2018). Engaging with authentic texts helps students:

1. Identify assumptions and biases (Wallace, 2003)
2. Evaluate the credibility and relevance of information (Chun et al., 2016)
3. Analyze rhetorical strategies (Hyland, 2007)
4. Synthesize information from multiple sources to form coherent arguments (Grabe & Zhang, 2013)

These skills are crucial in a competency-based curriculum, preparing students for higher education and the workforce (Richards & Rodgers, 2014). Developing critical thinking through text analysis also enhances media literacy, helping students navigate vast amounts of information more effectively (Buckingham, 2015). This is increasingly important as students need to discern reliable information from misinformation (Wineburg et al., 2016).

The positive impact of text-based approaches on critical thinking. Yang and Gamble (2013) found that students in a text-based, critical thinking-focused EFL course improved significantly in analyzing arguments, evaluating evidence, and constructing well-reasoned responses compared to those in traditional courses.

### **Enhancement of Vocabulary and Grammar Knowledge**

The text-based approach provides a context-rich environment for vocabulary and grammar learning. Encountering words and structures in authentic contexts helps students understand their meanings and uses (Nation, 2013). This contextual learning is more effective than rote memorization, helping students see how language elements function in real communication (Ellis, 2015).

Exposure to various text types allows students to learn specialized vocabulary and grammatical structures specific to different genres and disciplines (Hyland, 2006). This is beneficial in a competency-based curriculum, where students need language skills relevant to their academic and professional goals.

So, that vocabulary learned through extensive reading of authentic texts is retained better and used more appropriately than vocabulary learned through traditional methods (Schmitt, 2008). Similarly, studies on grammar acquisition show that students who learn grammatical structures through analysis of authentic texts have a better understanding and application of these structures compared to those who learn through isolated exercises (Nassaji & Fotos, 2011).

### **Promotion of Learner Autonomy**

The text-based approach can enhance learner autonomy. By teaching students strategies for analyzing and comprehending texts independently, this approach empowers them to take control of their learning (Benson, 2013). Students learn to:

1. Select appropriate texts for their needs and interests
2. Apply reading strategies independently to comprehend complex texts
3. Identify and learn new vocabulary and grammatical structures from context
4. Evaluate their understanding and seek clarification when needed

Developing autonomy is crucial in a competency-based curriculum, preparing students for lifelong learning and independent problem-solving (Richards & Rodgers, 2014). Studies show that students who develop strong text analysis skills through a text-based approach are more confident in tackling new and challenging texts independently (Grabe & Stoller, 2019). This increased confidence and autonomy can lead to improved motivation and engagement in language learning (Dörnyei & Ushioda, 2011).

### **Cultural Awareness and Intercultural Competence**

The text-based approach also enhances students' cultural awareness and intercultural competence. Engaging with authentic texts from various cultural contexts helps students understand different worldviews, values, and communication styles (Byram et al., 2002). This exposure helps students:

1. Develop empathy and understanding for different cultural viewpoints
2. Recognize cultural references and their significance
3. Understand how cultural context influences language use
4. Develop strategies for effective intercultural communication

In an increasingly globalized world, these intercultural skills are essential for students' future success (Deardorff, 2006). Integrating culturally diverse texts into language instruction improves students' intercultural awareness and sensitivity (Kearney, 2010). For example, Gómez Rodríguez (2015) found that students who engaged with authentic texts from various cultural contexts showed greater intercultural competence and more positive attitudes towards cultural diversity compared to those in traditional classrooms.

### **Challenges and Considerations**

While the text-based approach offers many benefits, its implementation within a competency-based curriculum presents challenges. Key considerations include:

1. **Text Selection:** Choosing texts that are both authentic and accessible to students at different proficiency levels can be difficult (Tomlinson, 2013). Teachers must consider text complexity, relevance, and cultural appropriateness.
2. **Teacher Preparation:** Implementing this approach effectively requires teachers to have strong analytical skills and a deep understanding of genre features and text structures (Hyland, 2007). Professional development may be needed.
3. **Time Constraints:** In-depth text analysis and related activities can be time-consuming, posing challenges in curriculum planning and pacing (Richards & Rodgers, 2014).
4. **Assessment:** Designing assessments that measure students' text comprehension and analysis skills, and their ability to apply these skills in language production, can be complex (Brown & Abeywickrama, 2018).
5. **Learner Diversity:** Accommodating students with different learning styles, cultural backgrounds, and proficiency levels requires careful planning and differentiation (Tomlinson, 2014).

### **4. Conclusion**

The integration of the text-based approach within the Competency-Based Curriculum (CBC) in senior high schools in Indonesia has proven to be highly beneficial for language learning and skill development. This approach centers around the use of authentic texts and follows a systematic cycle of building knowledge, modeling, joint construction, and independent construction, which are crucial for effective language acquisition. By using real-life materials, students are exposed to genuine language use, enhancing their linguistic awareness and pragmatic competence. The alignment of the text-based approach with the CBC's goals promotes genuine language learning, critical thinking, learner autonomy, collaboration, and the integration of content knowledge.

The text-based approach significantly improves students' reading comprehension, writing proficiency, listening and speaking abilities, and overall language awareness. Engaging with authentic texts enables students to interact with language in various contexts, thus broadening their understanding of different genres, structures, and cultural nuances. This method encourages students to develop critical thinking skills through deep text analysis, which is essential for effective communication and problem-solving in real-world scenarios. Furthermore, it promotes learner autonomy by encouraging students to take an active role in their learning process, thereby increasing motivation and engagement.

Collaborative learning activities, such as group discussions, scaffolded writing tasks, and project-based learning, are integral to the text-based approach. These activities foster



teamwork, communication, and social interaction, preparing students for future academic and professional success. By working together, students learn to negotiate meaning, share perspectives, and build on each other's ideas, which enhances their understanding and application of language skills.

The text-based approach also includes strategies such as pre-reading, while-reading, and post-reading activities, which help students engage with texts more meaningfully. Pre-reading activities activate prior knowledge and set the stage for comprehension. While-reading activities guide students through the text, helping them to highlight important points and take notes. Post-reading activities encourage further analysis, discussion, and application of the concepts learned. These strategies ensure that students remain engaged and develop a deeper understanding of the material.

Moreover, the use of authentic texts helps students develop vocabulary and grammar knowledge in a context-rich environment. Encountering words and structures in their natural context aids in understanding their meanings and uses, which is more effective than rote memorization. This contextual learning is beneficial for acquiring specialized vocabulary and grammatical structures relevant to different genres and disciplines, which are crucial for academic and professional communication.

The text-based approach also enhances cultural awareness and intercultural competence by exposing students to texts from various cultural contexts. This exposure helps students understand different worldviews, values, and communication styles, fostering empathy and intercultural communication skills. In an increasingly globalized world, these skills are essential for students' future success.

However, the implementation of the text-based approach within a competency-based curriculum presents several challenges. Selecting suitable texts that are both authentic and accessible to students at different proficiency levels can be difficult. Teachers need to have strong analytical skills and a deep understanding of genre features and text structures, which may require professional development. Time constraints and the need for careful curriculum planning and pacing can also pose challenges. Additionally, designing assessments that measure students' text comprehension and analysis skills, and their ability to apply these skills in language production, can be complex. Accommodating diverse learner needs and backgrounds requires thoughtful planning and differentiation.

Despite these challenges, the benefits of the text-based approach outweigh the difficulties. It offers a holistic and effective method for language learning, equipping students with the necessary skills and knowledge to succeed in their future academic and professional endeavors. By promoting genuine language acquisition, critical thinking, learner autonomy, and content knowledge, the text-based approach is an invaluable component of contemporary English education in senior high schools, ensuring that students are well-prepared to handle future challenges with confidence and competence.

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