

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

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### **ABSTRACT**

*Implementing the text-based approach in school curricula involves incorporating genuine texts into various subjects and teaching activities. This method enhances language learning by encouraging deep interaction with texts and facilitating the contextual teaching of language structures. The research methodology utilized is a literature review, which entails a systematic examination of theories, findings, and pertinent research materials gathered from diverse sources. A literature review includes evaluations, synopses, and the author's interpretations from multiple library sources. This examination focused on content relevant to the research objectives and outcomes. The findings suggest that the text-based approach promotes active engagement with texts, contextual language instruction, and opportunities for developing critical and analytical skills among high school seniors. Challenges include limited teaching resources necessitating investments in diverse texts and materials. The curriculum needs to be adjusted accordingly by integrating texts across subjects and designing analytical tasks.*

**Keywords:** *Implementation, School-Based Approach, Curriculum, Senior High School.*

### **1. Introduction**

Throughout the history of education in Indonesia, the government has frequently adjusted and enhanced the curriculum to reflect current developments and societal needs. These revisions are aimed at ensuring that educational goals are effectively met through a curriculum that is relevant and efficient. One of the most recent significant updates is the implementation of the School-Based Curriculum, which originated from the National Education System laws outlined in Republic of Indonesia Law Number 20 of 2003 and the National Education Standards Regulations Number 19 of 2005. This curriculum allows individual schools to organize their educational programs while adhering to national competency standards. It places particular emphasis on mastering the four fundamental language skills: speaking, reading, writing, and listening.

A critical component of the new curriculum, particularly in the context of English language instruction, is the implementation of Communicative Language Teaching (CLT), which includes the genre-based approach. This method emphasizes effective communication and practical language usage in teaching. The term "curriculum" encompasses various aspects such as the subjects taught in schools, official documents outlining these subjects, and the structured framework for teaching materials and learning experiences (Howel and Wolet, 2005, as cited in Yanto, 2011). Typically, the curriculum is developed by a governing body or the government itself. In Indonesia, the curriculum has been notably dynamic, with at least two significant revisions in the past decade alone.

Since 2006, the implementation of Law No. 20/2003 on the National Education System has led to a gradual shift from a centralized curriculum to decentralized school-level curricula. This transition marked the introduction of the school-based curriculum, allowing schools to

design and develop their own curriculum tailored to the needs of their students while adhering to national standards. The components of the School-Based Curriculum include educational goals, structure and content of education, educational agenda, and syllabi. According to Feez and Joyce cited in Richards (2010:40), text-based instruction, or the genre-based approach, involves explicitly teaching the structures and grammatical features of both spoken and written texts. This approach emphasizes linking texts with their cultural contexts of use.

### **Literature Review**

The text-based approach, grounded in Halliday's Functional Linguistics, utilizes "text" as the basis for developing educational programs. In this context, a "text" refers to any meaningful piece of language, whether spoken or written, characterized by varying purposes, structures, and linguistic features. Genres, which are specific types of texts, play a crucial role in this approach. According to Knapp and Watkins (2005), a genre encompasses language processes used to achieve particular communicative goals. Analyzing texts through the genre perspective enriches both pragmatic and linguistic comprehension. Chandler (1997) broadens the concept of genre across rhetoric, literary theory, media theory, and linguistics, defining it as a distinct category of text. This underscores the interconnectedness of genre and text, as genres provide a framework for comprehending and producing meaningful communication.

When words are organized to convey meaning, they form a text—a complete act of communication, such as a greeting or a television advertisement (Knapp and Watkins, 2005). Paltridge and Byram (2004) characterize the text-based approach as an educational framework focused on specific examples of text forms. This approach assists students in writing by providing systematic guidelines for creating coherent passages. Genres are defined as structured, purposeful activities that individuals engage in as part of their cultural practices. In primary and secondary education, text forms are usually straightforward, yet students are frequently tasked with composing texts that incorporate multiple genres (Knapp and Watkins, 2005).

Curriculum development is a highly dynamic aspect of education, typically crafted by authoritative bodies or governmental entities. It encompasses the entirety of structured learning activities, school subjects, and topics provided by educational institutions to achieve desired student outcomes (Garcia, 1983). The curriculum includes the subjects taught, official documents listing these subjects, teaching materials organized in a systematic manner, and the framework for selecting and arranging learning experiences (Howel and Wolet, 2005). The term "curriculum" has its roots in Latin, referring to the course of actions and experiences through which children develop into mature adults. Generally, a curriculum is prescriptive, specifying the subjects to be learned and the level of proficiency required to meet particular grades or standards. These guidelines are typically established by external authoritative bodies.

## **2. Method**

This section outlines the research methods employed in the study, specifying the research approach, design, instrumentation, and procedures for data analysis. The chosen research methodology is a literature review, which entails a systematic examination of theories, findings, and pertinent research materials obtained from various sources. A literature review involves evaluations, summaries, and the author's perspectives on multiple sources such as articles, books, slides, and online resources relevant to the topics under discussion. For a literature review to be effective, it should be pertinent, up-to-date, and comprehensive. It can be conducted using various approaches, including theoretical frameworks, theoretical reviews, and comprehensive literature surveys.

The methodology used in this study included searching for articles in research journal databases and on the internet, particularly utilizing Google Scholar between 2017 and 2024.

Keywords associated with "The Implementation of a Text-Based Approach" were utilized to gather data. The literature review was synthesized using a narrative approach, organizing comparable extracted data based on the measured outcomes to meet the objectives of the research journal.

The articles selected were condensed into a journal abstract that included details such as the researcher's name, year of publication, research location, study title, methodology, and a synopsis of the results or findings. These abstracts were arranged alphabetically and chronologically, adhering to the prescribed format.

To improve comprehension, both the abstracts and complete texts of the journals were thoroughly read and analyzed. This analysis concentrated on the content relevant to the research objectives and findings. The data utilized in this study are secondary, derived from previous research outcomes rather than direct observation. Secondary data sources encompass books and original scientific reports found in articles or journals.

### **3. Finding And Discussion**

The objective of the text-based approach often revolves around genre and grammar. In this method, a particular text example is introduced, and distinctive features of the text are highlighted to help students recognize its specific structure. Before writing, it is crucial to analyze the situational context to anticipate the necessary linguistic features. Furthermore, language understanding is intricately linked to societal context. In summary, the text-based approach enables students to examine specific text types or genres.

The concept of text types represents a stage or goal-oriented social process. Text types are considered social processes because members of a culture engage with each other to achieve them; they are goal-oriented because they have evolved to accomplish specific tasks; and they are staged because participants typically follow multiple steps to achieve their objectives. The text-based approach facilitates clear connections to students' writing purposes beyond the classroom (Lin, 2006:71). This approach emphasizes communicative purposes, generic structures, and linguistic features. Communicative purposes are achieved by structuring the text to ensure it is understandable to readers. Therefore, when using text types in writing classes, it is essential to identify both communicative purposes and structural features. Structural features of text types include organizational standards and linguistic features. Organizational standards refer to how the text is structured. Texts are classified into genres based on three characteristics: the purpose of communication, organizational structure, and language features. The purpose of communication, or social function, explains why people speak, write, or create texts. Organizational structure, or generic structure, refers to how the text is organized or arranged. Language features, or lexical grammar, encompass aspects such as grammar, vocabulary, and connectors used in the text.

The curriculum must be carefully crafted to correspond with the objectives of the text-based approach, guaranteeing that students have abundant opportunities to interact with a variety of texts. A crucial element of successful implementation involves designing and aligning the curriculum. This includes integrating authentic texts across different subjects, selecting texts that are pertinent to the subject matter, and creating activities that encourage critical analysis and discussion. Pearson and Gallagher (1983) underscore the significance of aligning the curriculum to ensure that the text-based approach complements the broader goals and standards of the school-based curriculum. Alignment of the curriculum with the text-based approach ensures that students consistently encounter diverse and enriching texts, which in turn enhances their analytical and critical thinking abilities.

This approach focuses on imparting knowledge about creating effective texts for specific purposes within real-life, meaningful language contexts. According to Hammond & Derewianka in Tangpermpoon (2008: 5), a text-based approach integrates genre understanding and genre teaching in EFL classrooms. Nugroho & Hafrizon (2009: 4) suggest

that a text-based approach is the most efficient method for implementing a syllabus centered around texts. Text-based teaching and learning aim to enhance communicative competence by mastering various text types. Different texts serve different purposes and are structured differently with distinct language features; for example, a casual message informing a friend of an absence and a formal communication to a principal use language appropriate to their contexts. This illustrates that effective communication involves utilizing diverse spoken and written texts appropriately in specific situations.

The implementation of the text-based approach in teaching and learning utilizes 'texts' as the foundation for creating educational programs. This method operates on the premise that learning English proficiency improves when: educators expose students to entire spoken and written texts in relevant contexts; educators assist students in understanding the linguistic characteristics and structures of spoken and written texts; and educators and students collaboratively construct texts before students independently engage in their own work (Open English Learning Resources Booklet, 2002).

**a) Building the Context (preparation activities)**

The objectives of this phase include assisting students in comprehending the text type they are studying, identifying the intended audience and the context in which the text is situated, and activating students' schemata. Schemata refer to 'pre-existing knowledge stored in memory' (O'Malley et al., 1996). Brown (2001) distinguishes between two types of schemata: content schemata (knowledge of the world) and formal schemata (knowledge of language structure). Additionally, the stage aims to familiarize students with the topic, generate their interest, and set expectations. Sample activities include vocabulary development, brainstorming, prediction exercises, categorizing related words, introducing or reviewing key vocabulary items, matching vocabulary to visuals such as pictures or videos, and anticipating the content or genre based on keywords, expressions, and discourse markers.

**b) Modeling**

Before children write in a specific genre, they should first familiarize themselves with its purpose and characteristics through immersion in the genre and by examining sample texts (Derewianka, 1995). Common activities include providing examples of the type of text that students will eventually produce, whether through spoken or written examples; discussing the intended purposes of the text within English-speaking society (for instance, a recount aims to narrate events); identifying specific features of the text type, which involves discussing its structure or schematic outline; and exploring the linguistic attributes associated with each type of text.

**c) Joint Construction of the Text**

According to Derewianka (1995), prior to students independently writing texts, it is beneficial for them to engage in collaborative writing of a text in the chosen genre. This collaborative process can involve the entire class, small groups, or individual students working with the teacher during conferences. Common activities at this stage include the teacher and students collectively developing a specific type of text, facilitated either by the whole class or small groups. The teacher assumes a guiding role, encouraging students to actively participate in the learning process of writing. Before commencing their writing, students may gather information through observations, interviews, note-taking, reading various sources, discussing ideas with peers, or visiting specific locations.

**d) Independent Construction of the Text**

After students have studied specimen texts in their chosen genre and engaged in collaborative writing of a similar text, they are now ready to independently write their own texts on related topics. At this stage, students are expected to work autonomously, either individually or in groups, to develop and write their texts. They may seek guidance from their teacher during the initial drafting phase and apply their understanding gained from previous stages, particularly regarding text structure, linguistic features, and social function.

Regarding the process standards, it is evident that exploration occurs during the stage of establishing context and modeling. Elaboration takes place in the collaborative writing stage, and confirmation is achieved when students independently create their texts (Mendiknas, 2007: 6–8). These stages of exploration, elaboration, and confirmation may be explicitly stated or inferred (Tim Widyaiswara, 2010). Character development is implicitly integrated into the process; for instance, cooperation is fostered during collaborative writing, while critical thinking, hard work, and creativity are cultivated during text composition (Kemendiknas, 2010: 20–24).

Implementing the text-based approach in senior high schools poses challenges alongside opportunities. A significant obstacle is the limited availability of high-quality educational resources. Teachers require access to a wide variety of texts and supplementary materials to effectively support their teaching. Insufficient resources can hinder teachers' ability to provide students with the necessary materials for in-depth engagement with texts. Schools need to invest in acquiring diverse authentic texts and supplementary resources to fully support the text-based approach. This may include budget allocations for purchasing texts, digital resources, and multimedia content. Despite these challenges, the text-based approach also presents numerous opportunities to enhance students' language and literacy skills. Through interactions with authentic texts, students can develop critical thinking and analytical abilities crucial for success in higher education and professional endeavors.

A curriculum is designed to anticipate and adapt to advancements in science and technology, undergoing periodic revisions accordingly. It evolves holistically and partially within its framework. The curriculum for language teaching also evolves in tandem with broader educational developments. As efforts persist to enhance and refine the education system, the curriculum undergoes numerous adjustments to align with contemporary needs (Wardiman, 1996: 119). Based on various theories, it can be inferred that a curriculum represents a structured plan for the educational process, encompassing objectives, content, subjects, and instructional strategies aimed at achieving specific educational goals.

**a) Teachers have a central role in learning process.**

To achieve effective teaching, it requires individuals who can motivate and direct students towards significant social, moral, and ethical objectives. Teaching is a multifaceted concept where educators act as coordinators and facilitators. A key responsibility of teachers in the classroom is to oversee the learning process, ensuring its completion, and offering support, guidance, and goal-setting as needed.

**b) The teachers as manager and organizer**

In specialized classrooms, especially in language education settings, teachers often assume the roles of managers and organizers. They establish project frameworks, oversee learning environments, and guide the learning process.

**c) The teachers as instructor**

Teachers should demonstrate to learners how to engage in experiential learning and create appropriate conditions and opportunities for implementing and participating in instructional guidelines. Essentially, teachers serve as mentors who encourage learners to actively contribute, moving away from passive and receptive roles.

**d) The teacher as investigator and researcher**

Teachers actively involve students in classroom research to enhance their understanding of the learning process and identify areas for improvement.

The approach encourages deep engagement with texts by integrating language structures within literary contexts. Activities should derive from texts studied in class. Sanoto distinguishes between "working on the text" and "working from the text." Students engage in "working on the text" through activities like filling in deleted blanks or unscrambling sentences. They also reorganize text elements. Discussions based on texts can focus on themes and moral values, promoting speaking and communication skills. Engaging discussions are likely when topics pique students' interests.

The text-based approach enriches language learning through fostering profound engagement with texts and advocating for the contextual teaching of language structures. Activities should originate from texts studied in class, promoting discussions that enhance speaking and communication abilities. Introducing this approach in senior high schools provides avenues for cultivating critical and analytical skills crucial for students' future achievements.

#### **4. Conclusion**

The text-based approach boosts language learning by stimulating deep interaction with texts and advocating for teaching language structures in context. Activities should be based on texts studied in class, facilitating discussions that enhance speaking and communication skills. Introducing this approach in senior high schools provides chances to nurture critical and analytical skills, which are vital for students' future achievements.

Incorporating the text-based approach into the school curriculum entails embedding genuine texts across different subjects and instructional tasks. This method is crucial in senior high schools as it equips students with skills essential for higher education and professional careers, such as comprehending intricate texts, formulating coherent arguments, and communicating proficiently

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