

**THE USE OF TEXT-BASED APPROACH TO ENHANCE STUDENTS' ABILITY IN ANALYZING DISCOURSE: A REFLECTIVE PAPER****PENGGUNAAN PENDEKATAN BERBASIS TEKS UNTUK MENINGKATAN KEMAMPUAN SISWA DALAM MENGANALISIS WACANA: SEBUAH ARTIKEL REFLEKTIF**

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Abstract

A great number of teachers apply various approaches in the way they teach discourse analysis. One of those are known as text-based approach, which allows the learners to explore and interact with the texts in purpose to acquire comprehensive understanding about the texts. In this paper, the writer attempts to review some literatures dealing with text-based approach as well as to qualitatively report the reflection of teaching practice done by the writer in the field of discourse analysis by using text-based approach. This present study belongs to descriptive qualitative study. The participants of the study were six master students who study in different universities in Yogyakarta. The result of the study showed that use of text-based approach, presumably, was able to improve the learners' ability in analyzing discourse.

Keywords: *Text-Based Approach, Discourse Analysis, Teaching Reflection, English Language Teaching and Learning.*

Abstrak

Banyak guru-guru menerapkan berbagai macam pendekatan di dalam pengajaran analisis wacana mereka. Satu di antaranya dikenal sebagai pendekatan berbasis teks, yang memungkinkan siswa untuk bereksplorasi dan berinteraksi dengan teks dengan tujuan untuk memperoleh pemahaman yang luas terkait dengan teks tersebut. Di dalam artikel ini, penulis mencoba untuk mengulas beberapa literatur-



literatur yang terkait dengan pendekatan berbasis teks dan juga melaporkan secara kualitatif refleksi hasil praktek mengajar yang dilakukan oleh penulis dalam ruang lingkup analisis wacana dengan menggunakan pendekatan berbasis teks. Studi dewasa ini tergolong ke dalam studi deskriptif kualitatif. Peserta studi ini adalah enam mahasiswa magister yang berkuliah di universitas yang berbeda di Yogyakarta. Hasil dari studi ini menunjukkan bahwa penggunaan pendekatan berbasis teks, kiranya, mampu untuk meningkatkan kemampuan siswa dalam menganalisis wacana.

Kata kunci: *Pendekatan Berbasis Teks, Analisis Wacana, Refleksi Pengajaran, Pengajaran dan Pembelajaran Bahasa Inggris.*

Introduction

Discourse analysis is one of the important issues in language teaching which are greatly needed to be taught in every EFL classrooms. It could serve the students an explicit understanding about texts in oral and written. Besides that, it also raises students' awareness of the importance of language learning in both their academic and social lives. Brown & Yule (1983) provides a simple definition about discourse analysis, which is stated as "the analysis of language in use". Moreover, Cook (1989) implies discourse analysis as a study which examines how stretches of language considered, in their full textual, social, and psychological context, become and unified for their users. Added to this, McCarthy (1991) mentions that discourse analysis concerns with the study of the relationship between language and the contexts in which it is used. Discourse analysis is very important for language teachers, as it provides insights into the problems and processes of language use and language learning (Cook, 1989).

In teaching discourse to the students, a great number of approaches are utilized by the English teachers. One of those are known as text-based approach. Text-based approach aims at providing learners the opportunity to engage meaningfully with texts and to interpret appropriate texts using a variety of skills, for example, interpreting visuals, prediction, reading, responding to the text and writing (Mohlabi-Tlaka, 2016). In the same vein, Arimbawa (2012) states that text-based approach points at developing students' communicative competence by mastering different types of texts. Based on these points of views, it can be seen that the process of teaching and learning in text-based approach has a purpose to make the students achieve the general understanding of the texts as the whole. In this case, texts become the main means for teacher to enhance students' ability in English, specifically to their ability in analyzing discourse.

In this reflective paper, the writer attempts to review some literatures dealing with text-based approach as well to report the teaching practice done by the writer in the field of discourse analysis. The teaching practice was done based on a task provided by Cook (1989). The main goal of the teaching practice is to answer such questions:

1. Do all discourse types and parts lend the students as well to representation in diagrams?
2. The provided exercise is essentially atomistic. What follow-up activities could reintegrate the awareness of internal structure developed here into more holistic discourse activities?

The Concepts of Text-Based Approach

Before wrestling around the concept of text-based approach, it is important to have a clear understanding of what the term “text” means beforehand. Such term is defined variously by the experts. Cook (1989) as cited in Cutting (2002) argues that “text” refers to pieces of spoken or written discourse, concentrating on how stretches of language become meaningful and unified. Expressing a quite similar view, Halliday & Hasan (1976) regards “text” as the semantic unit that has a particular social meaning which are formed by related sentences whose main characteristic is unity of meaning. Added to this, De Beaugrande & Dressler (1981) in Baker & Ellece (2011) define “text” as a communicative occurrence that meets textuality standards, namely cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. Relying on above views from experts, it can be recognized that meaning takes the crucial role in the texts. It has the important role to make a text a text (Halliday, 1978 cited in Jones, 2012).

After comprehending what is actually meant by “text” itself, it is better now to recognize how “text-based approach” is acknowledged. Text-based approach is also known as genre-based approach. A great number of scholars used such terms interchangeably. According to Hammond & Derewianka (2001) as cited in Tangpermpoon (2008), text-based approach is an approach to language and literacy education that combines an understanding of genre and genre teaching together in the EFL classroom. Further, Rivera (2012) argues that text-based approach as the approach which using the text as the main unit of communication and pedagogy on the grounds that it conceives of language learning and use as a social, textual, and goal-oriented process. In addition, Arimbawa (2012) declares that text-based approach concerns with providing information about the development of effective texts for particular purposes within the context of real, purposeful language use. Based on several thoughts above regarding to text-based approach, it can be implied that text-based approach utilizes texts as the main means for the teacher and students to reach the intended learning goals. Therefore, text-based approach suggests the learners to explore and interact with the texts in purpose to acquire comprehensive understanding about the texts.

The Implementation of Text-Based Approach

As previously articulated, the text-based approach uses texts as the main means for teaching and learning process. The main aim of text-based teaching is

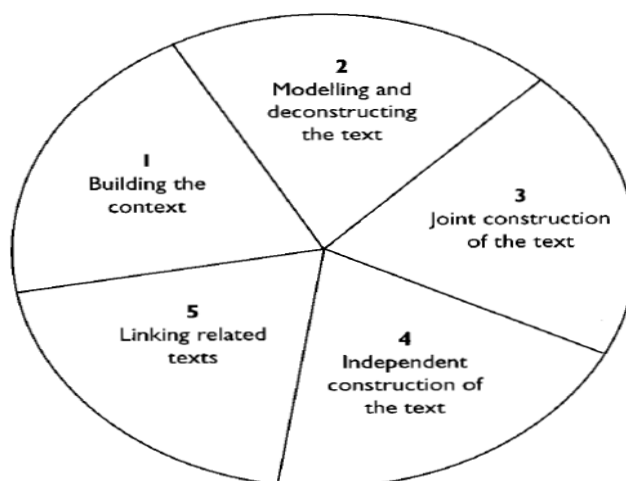
to give sufficient comprehensible input related to the model of language use in the text that can help students to use English orally and written (Rahman & Tartila, 2013). In text-based approach, teachers are required to introduce different text types to the students on the grounds that the goal of text-based approach is pointing on students' mastery in recognizing different types of texts. With regard to this, Richards (2006) lists the text types which are widely used in text-based teaching, as follows:

Table 1 List of Type by Richards

Text Types	Examples / Purposes
Procedures	Procedures used in carrying out a task.
Explanations	Explaining how and why things happen.
Expositions	Reviews, arguments, debates.
Factual recounts	Magazine articles.
Personal recounts	Anecdotes, diary / journal entries, biographies, autobiographies.
Information reports	Fact sheets.
Narratives	Stories, fables.
Conversations and short functional texts	Dialogs, formal / informal letters, postcards, e-mail, notices.

Of those text types suggested above, this present study put its focus on using exposition and factual recount texts in the form of research journal articles and also magazine articles. Those kinds of articles were utilized as the main materials of the teaching practice.

Regarding to its implementation, this study applied five teaching phases of text-based approach recommended by Feez (1999); Callaghan & Rothery (1988); Green (1992); Cornish (1992) as follows.



Gambar 1 Teaching Phases in Text-Based Approach by Feez (1999); Callaghan & Rothery (1988); Green (1992); Cornish (1992)

Phase 1: Building the context. In this phase, the students are encouraged to recognize the topic of text as well as to identify social activities in in which the text is used. In relation to this study, the writer applied a brainstorming activity to the participants by introducing the texts which were used as the main materials.

Phase 2: Modelling and deconstructing the text. This phase suggests the students to investigate the structural pattern and language features of the text. In this present study, the writer put his own focus on internal structures of the text. Therefore, the writer taught the participants about internal structures of the text and the signal words used in that text.

Phase 3: Joint construction of the text. The students now begin to construct their own texts in this phase. The construction of the text is still guided by the teacher. In reference to this study, the writer asked the participants to produce their own texts and then try to shift the information into the use of discourse diagram. Hence, the writer introduced the discourse diagram to the participants and then trained them to use it.

Phase 4: Independent construction of the text. In the previous phase, the text construction is still guided by the teacher. Meanwhile, in this phase, the students are independently work on his/her text construction. In this phase, the teacher may assess the participants' performances in constructing the text. In connection to this present study, the writer asked the participants to produce their own texts in the form of simple articles and transfer the information from the articles into the discourse diagram.

Phase 5: Linking related texts. This last phase concerns with the reflection of today's learning. In this phase, commonly, the teacher asks the students to link the texts they have learned with the other texts in the same or similar context and then asks them to sum up today's lesson. This present study was also did the similar activities. After asking them about the related texts, the writer then asked the participants to summarize the lesson at that time as well as to express their feelings about the lesson they have learned. The writer was also organized a question and answer session.

Method

This present study belongs to descriptive qualitative study. The main objective of this study is to qualitatively report the reflection of teaching practice done by the writer in the field of discourse analysis by using text-based approach. As previously stated, the teaching practice was done based on a task provided by Cook (1989, p. 148). The main goal of the teaching practice is to answer such questions:

1. Do all discourse types and parts lend the students as well to representation in diagrams?

2. The provided exercise is essentially atomistic. What follow-up activities could reintegrate the awareness of internal structure developed here into more holistic discourse activities?

In choosing the participants of the research, the writer utilized convenience sampling technique. Convenience sampling technique refers to a situation in which a researcher takes advantage of a natural gathering or easy access to people they can recruit into the study (Remler & Van Ryzin, 2011). Therefore, the writer chose six master students from different universities in Yogyakarta to be the participants. Those six students are the writer's own companions, who jointly take a master program in Yogyakarta. The reason of choosing the participants is because they are handy to be contacted and accessed. Moreover, they are willing to spend their time to join the teaching practice. The participants were aged to 23-24 years old. They were consisted of three males and three females. Their level of English proficiency was considered as intermediate, as they had learned English for more than 15 years.

Findings and Discussions

This present study has an objective to qualitatively report the reflection of teaching practice done by the writer in the field of discourse analysis by using text-based approach. The writer implemented the teaching practice based on the five teaching phases of text-based approach recommended by Feez (1999); Callaghan & Rothery (1988); Green (1992); Cornish (1992), which included *1st: building the context*, *2nd: modelling and deconstructing the text*, *3rd: joint construction of the text*, *4th: independent construction of the text*, and *5th: linking related texts*.

In the first phase, as the usual activity, the writer started the meeting with greeting. After that, the writer delivered the objectives of today's learning to the participants. At first, most of the participants were wondering what was actually meant by the discourse analysis. They were also eager to know why they should learn to analyze the discourse. In dealing with this, the writer emphasized the importance of discourse analysis to the participants for both their social and academic lives. To begin the lesson, the writer gave some prior knowledge to the participants about the texts that were going to be discussed. The used text in this meeting were exposition and factual recount texts in the form of research journal articles and also magazine articles. As the master students, of course, the participants were already familiar with those types of texts. Such situation made the writer did not spend much time to explain. This teaching phase took time approximately 10 minutes.

In the second phase, the writer started the teaching and learning process. In the beginning, the writer explained the difference between labeled and unlabeled texts. The writer took the examples from research journal and magazine articles. There was no much problem that the writer encountered in

introducing labeled and unlabeled texts to the participants. After recognizing the difference between labeled and unlabeled texts, the writer then presented the structural pattern and language features of the research journal and magazine articles, specifically, the internal text structures and the signal words used in that text. At that moment, the participants felt difficult to identify the internal text structures and the signal words. Dealing with this, the writer provided them some articles and asked them to work in pairs to analyze those matters. Such kind of activity took time around 15-20 minutes. After working in pairs, the writer asked the participants one by one orally. This action has a purpose to evaluate whether they were already able to identify the internal text structures and the signal words or not. The result indicated that the participants, at that time, were able to investigate them. Hence, there was an improvement for them in analyzing discourse.

In the third phase, the writer asked the students to produce their own discourse in the form of an article. Unlike the research journal and magazine articles, the article was written in the very simple form. The writer asked the participants to choose their own topic which is interesting for them. In writing the article, the participants were required to use the same internal text structures and use the signal words correctly. In the process of writing, the writer fully guided the participants. The writer went around the classroom in order to observe their writing improvement. After they finished their writing, the writer then introduce discourse diagram to the participants. Discourse diagram has a function to enable the participants to organize the texts by mentioning the functions of each part of the texts. This activity consumed the time around 40 minutes.

In the fourth phase, the writer did the quite same activity with the previous phase. But, in this phase, there was no guidance from the writer to the participants. All of the participants worked individually. The writer, once again, asked the students to produce a simple article and then shift its information into the use of discourse diagram. The topic of the article must be different from the previous one. After the writing session had been done, the writer then assessed their works one by one. In this case, the writer compared the result of their writing in the previous phase and their writing in the present phase. The results showed that the participants performed an improvement in writing the texts in this present phase compared to the previous phase. The participants were successfully minimize the mistakes they made in the previous phase. In other words, presumably, the participants had improved their ability in analyzing discourse. This activity was done in 30 minutes.

Finally, in the last phase, the writer came up with reflection activity. In the reflection activity, the writer encouraged the participants to link other texts in the similar context with the texts they had learned. The participants answered with diaries and books, because they have slightly the same internal text structures with research journal and magazine articles. After that, the writer

then asked the participants to orally summarize today's lesson as well as to express their feelings after receiving the lessons. Most of the students might find it was enjoyable and beneficial for them even though some part of the lesson was difficult to follow.

As a part of teaching reflection, the writer are intended to answer the research questions, which was based on a task provided by Cook (1989, p. 148). The questions are:

1. Do all discourse types and parts lend the students as well to representation in diagrams?
2. The provided exercise is essentially atomistic. What follow-up activities could reintegrate the awareness of internal structure developed here into more holistic discourse activities?

For the answer of number 1 question, yes, they do. The use of internal text structures and its signal words as the discourse types drive the participants to successfully shift the information they got from the article into the form of diagram. This result suggests that the participants are able to divide the discourse in the texts based on its respective functions.

Meanwhile, for the number 2, in order to develop more holistic discourse activities, the writer would like to suggest to start the lesson with productive activities. 'Productive' means that the participants may start the lesson by producing their own texts rather than receiving a lecture about the texts. It has a purpose to recognize how far the ability of the participants in article writing. Besides, the instructor can identify the mistakes produced by the participants initially so that he/she is ready to fix them in the next teaching and learning session. After producing their own texts, then the instructor may deal with participants' writing mistakes and start discussing about the use of internal text structures and its signal words with the participants.

Conclusion

Text-based approach becomes one of the effective approaches for language teachers in introducing the discourse analysis to the learners. It allows the learners to explore and interact with the texts in a purpose to acquire comprehensive understanding about the texts as a whole. In this present study, text-based approach was used as the main approach in the discourse teaching and learning. The result of the study indicated that use of text-based approach, presumably, is able to improve the learners' ability in analyzing discourse. The teaching phases done by the writer suggested some improvements made by learners, such as able to use internal text structures and its signal words, able to write an article by using them, and able to use discourse diagram as the main means for the learners to categorize the discourse based on its functions.

When involving in the discourse teaching and learning, the writer strongly suggests that the English teachers to use text-based approach as the teaching reference. In implementing the text-based approach in the classroom, the

English teachers should carefully take a look at students' level of language proficiency. It has a crucial role in deciding which kinds of texts will be suitable to be brought in the classroom and certainly, determining the effectiveness of the use text-based approach in enhancing students' ability in analyzing discourse.

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