

The Implementation of Text-Based Approach Within The K-13 Curriculum In Junior High School

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Received : 06 June 2024, Revised : 17 July 2024, Accepted : 18 July 2024

ABSTRACT

The teaching and learning process in junior high school for English learners is student- centred and focuses on oral and written texts. Texts play an important role in English language teaching. Qualitative research has been conducted to examine the implementation of the 2013 Curriculum in English language learning. This study specifically explores the application of a Text-Based Approach in the K-13 curriculum in junior high schools. The Text- Based Approach is a learning method that prioritizes the use of literary texts for foreign language teaching. The purpose of this study is to assess the effectiveness of the Text-Based Approach in Junior High School and identify the factors that affect its implementation. To achieve this, a literature review methodology has been used to analyse previous research and theoretical frameworks related to the Text-Based Approach and the K-13 curriculum. The findings of this study are expected to contribute to the development of effective language teaching strategies and provide insights for educators and policymakers on how to improve the implementation of Text-Based Approaches in the K-13 curriculum in junior high schools. The findings of this study are expected to contribute to the development of effective language teaching strategies and provide insights for educators and policymakers on how to improve the implementation of Text-Based Approaches in the K-13 curriculum in middle schools.

Keywords: English as a Foreign Language (EFL); Text-Based Approach; K-13, Junior High School.

1. Introduction

The beginning of 2013 academic year, July 2013, the Government has determined the implementation of the 2013 Curriculum. The development of the 2013 Curriculum following the step of the Competency-Based Curriculum Development which was initiated in 2004 and the 2006 KTSP which includes integrated attitudes, knowledge and skills competencies. Curriculum development needs to be carried out because of various challenges, internal and external challenges. The elements of the 2013 curriculum change include The Graduate Competency Standards (SKL), Content (SI), Standards Process, and Standards Assessment. The 2013 curriculum introduces the scientific approach as a mandatory approach that teachers must implement in the classroom learning process for all subjects. The approach system adopts the stages of scientists in researching new things using scientific methods. The Scientific Approach includes five stages, namely: observing, questioning, gathering information/experimenting, associating, and communicating. This approach emphasizes students to be actively involved in the learning process and the teacher's role is only to be a facilitator who guides and coordinates student teaching learning activities.

The 2013 curriculum is a solution that offer as a solution due anticipate problems with the National Education System in Indonesia. Indonesia Minister of Education and Culture Regulation no. 69 of 2013, the 2013 Curriculum aims to prepare Indonesian have the ability to live as individuals and citizens which are faithful, productive, creative, innovative and affective and be able to contribute to the society, nation, state and world civilization. The 2013

curriculum is a refinement of the Education Unit Level Curriculum (KTSP) which is basically a change on mindset and teaching culture of the teaching abilities of teaching staff in carrying out the teaching and learning process. In implementation of 2013 Curriculum, a deep understanding is required from the implementers and this understanding will be a provision for implementers in the successful implementation of the 2013 Curriculum in the field. Mulyasa (2013: 6) the national education system seen by various parties as ineffective, even in terms of the subjects given it is considered overloaded but unable to provide provisions, and unable to prepare students to compete with other nations. Facing these problems requires quite fundamental changes in the national education system, these fundamental changes are related to the curriculum which itself demands and requires various changes in other educational components. In the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia number 179342/MPK/KR/2014 dated 5 December 2014 concerning the termination of the 2013 Curriculum, it is stated to stop implementing the 2013 Curriculum in schools that have only implemented it for one semester, namely since 2014/2015. These schools must use the 2006 Curriculum or KTSP. For schools that implemented the 2013 Curriculum for three semesters, namely since the 2013/2014 academic year, they are expected to continue implementing the 2013 Curriculum as development (Minister of Education and Culture).

In Junior High school the category of English learning, all learning activities are student-centred and based on oral and written texts. Texts have a very important role in teaching English in teaching learning process. By studying various forms of text, both spoken and oral, it is hoped that students will be able to use language functionally and will gradually be able to write simply various types of text. Teaching English using a text-based approach suggests implementing a 'curriculum cycle' which consists of four learning stages in the classroom, namely building students' knowledge of the field, modelling the text, joint construction of text and independent construction of text.

Literature Review

a. Text-Based Approach

The pedagogical method known as the text-based approach strongly emphasizes the use of written texts as the primary means of teaching and learning. This method operates on the belief that written texts have an exceptional ability to effectively convey complex ideas, concepts, and information, thus allowing students to develop reading skills, analyse texts, and interpret them to achieve a deeper understanding of the subject matter. In hand. The esteemed educator, Dr. John Hattie, agrees with this idea, stating that the most effective way to improve student learning outcomes lies in the utilization of written texts, as they equip students with a wealth of information and opportunities for critical thinking and analysis (Hattie, 2009).

Text-based approaches offer significant advantages in encouraging the growth of students' critical and analytical thinking abilities. Through active interaction with written material, students can develop their capacity to understand and assess the author's intent, attitudes, and perspectives, as well as examine the language, organization, and substance of the text. The text-based method also has the benefit of assisting children in expanding their language and vocabulary. Through active engagement with written texts, students can acquire new vocabulary and expressions, as well as enhance their comprehension of linguistic subtleties. Students may benefit from this by being able to express themselves more clearly and effectively. According to Dr. Michael Fullan (2007), "The text-based approach is an effective way to develop students' language skills, as it provides them with opportunities to engage with complex texts and to develop their own writing and communication skills".

The text-based method is an effective teaching and learning tool overall. This strategy can aid students in developing their language, critical thinking, and analytical skills as well as their vocabulary and communication abilities by stressing the use of written texts as the main

medium of education and learning. Policymakers and educators should consider the text-based approach, which has been shown to be a very successful means of enhancing student learning outcomes (Hattie, 2009).

b. The Implementation of TBA in K-13 Curriculum

The term curriculum in education is a number of subjects that students must take or complete at school to get a diploma. In Indonesian Law. No. 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Sukmadinata and Erliana (2012: 31) argue that the curriculum is the core of the educational process, because among the educational fields, namely educational management, curriculum, learning and student guidance, the teaching curriculum is directly influencing educational outcomes. In contrast to the opinion of Hamalik (2013: 16), the curriculum is a number of subjects that must be taken and studied by students to gain a certain amount of knowledge. In the 2013 curriculum, the English curriculum components at least contain the following formulation regarding the nature of language:

1. Functionalist: Language is a means of communication between teachers, students and society which varies depending on communicating, in what kind of situation the communication will occur, and what is communicated. The purpose of communication in this view is to build social (interpersonal) relationships and develop the exchange of information between parties involved in communication delivered through both oral and written media.
2. The ability to communicate what is felt, known and seen/observed between the parties involved in the communication must be based on the socio-cultural values of the interlocutor (those involved in the communication) so that what is communicated is acceptable.
3. Dialogic communication activities based on these values are expected to form students are polite, tolerant, mutually respectful and cooperative, confident, creative and critical and persistent through communication forms and activities both through oral and written media. This realized through a combination of goals in communication, namely interpersonal, transactional and presentational.
4. In the functionalist (systemic-functionalist) view, communication activities are organized through integration between linguistic rules (selection, words, phrases, sentences/utterances that are connected cohesively and coherently) with the sociocultural rules of language use which are manifested in various types of spoken and written discourse. language users need it for various purposes and communication needs in certain situations and communication spheres (everyday, educational, work and academic). Socio-cultural rules in language use include, among other things, ethics in communication which are colored by cross-cultural values.

The main competency aimed at English language education is communicative competence, where secondary school students are required to be able to communicate verbally and in writing in various communication events. Oral communication skills are determined for written communication skills. Therefore, middle school English learning is emphasized so students are able to communicate verbally well and acceptably

Conceptually, the 2013 Curriculum aims to produce a future generation that is intellectually intelligent, but also emotionally, socially and spiritually intelligent. The integration of character values into the learning process, no longer a supplement like 2006 Curriculum. The learning approaches and strategies provide space for students to construct new knowledge based on learning experiences gained from the classroom, school environment and community. The keys to the success of the 2013 Curriculum include, among other things,

the principal's leadership, teacher creativity, student activities, socialization, learning facilities and resources, conducive environment, and participation of the school community.

To improve students' language and literacy, junior high schools should incorporate a text-based curriculum into their K–13 curriculum. This method focuses on language's usage and function, which is to create a single, spoken meaning that is written down. It is especially important for junior high school students because it fosters their ability to comprehend and apply procedural, conceptual, and factual information about observable facts and events through the use of English texts. Experts support the text-based method, emphasizing the need of integrating language acquisition into real-world circumstances. For example, the 2013 curriculum intends to prepare pupils to utilize language in a variety of communication contexts, such as speaking, listening, reading, and writing. This technique helps pupils improve their critical thinking and creativity while also enhancing their language skills. Furthermore, the use of text-based learning helps students develop attitudes and character, such as critical thinking, inventiveness, and teamwork, which are necessary for the twenty-first century.

The text-based approach in junior high schools can be improved by providing instructors with training and tools. Teachers, for example, can be instructed to engage pupils in writing assignments by using interactive techniques such as image series and pop-up books. Teachers might also be encouraged to use technology, such as mobile phones, to record and track pupils' progress. Using these tactics, teachers can effectively implement the text-based approach and improve students' language skills and literacy.

2. Methodology

The success of implementing a text-based approach in the junior high school k-13 curriculum is a multifaceted effort that requires an in-depth understanding of the various factors that affect its efficacy. To gain valuable insights into this process, qualitative studies can be conducted, which involve extensive literature review of relevant literature and the gathering of expert opinions. Leading experts such as Hattie (2009) and Marzano (2007) assert that effective teaching practices, such as student-centred learning and meaningful teacher-student interaction, play an important role in facilitating positive student learning outcomes. In addition, scientific work on curriculum implementation emphasizes the importance of teacher professional development and school-level support in ensuring the successful integration of new curricular approaches (Fullan, 2007). By combining insights from the theoretical framework and incorporating expert statements from educators and curriculum experts, this study seeks to provide a comprehensive understanding of the application of text-based approaches in the middle school environment.

3. Results And Discussion

Implementation and application where these two things are intended finding a form regarding the thing first. Implementation is also intended to provide the means to create something that provides practical results for others. Hamalik (2009) in Sisi et al. (2020), state that the implementation is a process of applying ideas, concepts, policies or innovations in the form of practical actions that have an impact, whether in the form of changes of knowledge, skills, or values and attitudes. Based on several definitions regarding implementation above, concluded that implementation of ideas, concepts, policies or innovations to ensure the implementation of a policy by providing practical results. Mulyasa (2014: 99) defines that the implementation of the 2013 Curriculum is the actualization of the curriculum in learning and the formation of students' competencies and character.

This think, requires teacher activity in creating and developing various activities in accordance with the programmed plans. The 2013 curriculum or character-based education is

a new curriculum initiated by the Indonesian Ministry of Education and Culture as a replacement for the Education Unit Level Curriculum (KTSP). The 2013 Curriculum is a follow-up to the Competency Based Curriculum (KBK). It is hoped that the revitalization and emphasis on character education in the development of the 2013 Curriculum will prepare quality human resources, so that the Indonesian people and nation can answer various problems and challenges that are increasingly complicated and complex. Implementation of the 2013 Curriculum demands optimal cooperation between teachers, so it requires team-based learning, and demands unified cooperation between team members. Collaboration between teachers is very important in the educational process which has recently experienced very rapid changes (Mulyasa, 2014: 9).

English of teaching learning process, learning implementation and learning assessment is categorized as really good. However, English subject teachers' experiences problems implementing the 2013 Curriculum. The obstacles experience is in assessment. However, all teachers have implemented authentic assessment. These obstacles overcome by participating in regular training through MGMP, reading literature regarding assessment, and conducting evaluations with English language teachers. In the discussion section, three main aspects will be explained, namely from planning, implementation, and assessment. From the research data, it shows that overall, the implementation of the 2013 Curriculum in Indonesian language learning classified as really good, in detail the average for each aspect. Three sub-variables, starting from planning, then continuing with the implementation of learning to assessing English language learning are classified as very successfully implemented in accordance with the 2013 Curriculum.

The main competency at English language education is communicative competence, where secondary school students are required to communicate verbally and in writing in various communication events. Oral communication skills are very determining for written communication skills. Therefore, middle school English learner is emphasized, students be able to communicate verbal and also nonverbal. In English learning, all learning activities are student-centred and based on speaking and written texts. Texts have a very important role in teaching learning process in English. By studying various forms of text, both spoken and oral, it is hoped that students will be able to use language functionally and will gradually be able to write simply various types of text.

Teaching English using a text-based approach (Genre Based Approach) suggests implementing a 'curriculum cycle' which consists of four learning stages in the classroom, namely building students' knowledge of the field, modelling the text, joint construction of text and independent construction of text. The following is an elaboration of each stage of the curriculum cycle adapted from Derewianka (1990) and Gibbons (2002). The first stage, building knowledge of the field, aims to equip students with initial knowledge about the topic or text that will be studied, focusing on the information content and linguistic elements of the type of text that will be used. In the second stage, Modelling of the text, the text to be taught is introduced to students through an example model text. This stage aims to help students recognize the social function, text structure and linguistic elements of a text so that they can understand and be able to adapt the text. The next stage is called the Joint Construction of Text stage. The aim of this stage is to show students the process of composing a text. At this stage, the focus is to provide students with an illustration of the process of composing a text.

The final stage is the Independent Construction of the text stage, the stage where students are expected to be ready to compose their own text according to the type of text being studied. The implementation of English language learning for Junior High School through two types of cycles, namely, the oral cycle (listening and speaking) and the written cycle (reading and writing). In the spoken cycle, students are expected to be able to understand and express the meaning of short functional text, for example announcements, instructions, greeting cards. The meaning of transactional conversation is conversation that is used to fulfill daily needs, for example buying and selling, borrowing something, apologizing. The meaning of

interpersonal conversation is, for example, a conversation carried out for small talk or to fulfil social propriety. And the last one is the meaning of monologue, for example cooking demonstrations, arranging flowers and written cycles. Students are expected to be able to understand and express the meaning of short functional texts, for example bulletin boards, labels, leaflets and short essays. in various genres) for example narrative, procedure, recount, descriptive, and report text.

Changes to the 2013 curriculum require teachers to teach language using a scientific approach combined with a text-based approaching. From the discussion above, it can be concluded that the scientific approach allows it to be applied to other subjects because the scientific approach places more emphasis on the learning activities that students will carry out in class. Middle Schools students are expected not only understanding various types of texts but also to be able to compose or designing various types of text. Although Junior High Scholl English is designed to students to achieve functional level literacy such as being able to use language to meet daily life needed, Junior High School students are slowly being introduced to written language in stages through the development of various types of simple texts.

4. Conclusion

Overall, the implementation of the 2013 Curriculum in English Language Learning at Kalasan in terms of learning planning, learning implementation and learning assessment is categorized as very good. However, English language subject teachers experience problems in implementing the 2013 Curriculum. The obstacles they experience are in assessment. However, all teachers have implemented authentic assessment. These obstacles can be overcome by participating in regular training through MGMP, reading literature regarding assessment, and conducting evaluations with English language teachers.

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