

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

Mutiara Desta, Rizka Nanda, Silvi Herlinda, Kalayo Hasibuan

Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau

H. R Soebrantas KM 15 Panam, Pekanbaru, Riau 28293

Email: 12110422875@students.uin-suska.ac.id, 12110421008@students.uin-suska.ac.id,

12110420700@students.uin-suska.ac.id, @khalayohasibuan@gmail.com

*Corresponding Author

Received : 10 June 2024, Revised : 17 July 2024, Accepted : 18 July 2024

ABSTRACT

This article discusses the implementation of the Text-Based Approach (TBA) within the Competency-Based Curriculum (CBC) in junior high schools. The TBA aims to enable learners to communicate orally and written in target language (English). The CBC, on the other hand, focuses on mastery of skills and knowledge, allowing learners to progress at their own pace. The integration of these two approaches is crucial for effective teaching and learning outcomes. This article highlights the importance of understanding the principles of CBC and TBA to enhance educational tactics and improve learning outcomes.

Keywords: Competency-Based Curriculum (CBC), Text-Based Approach (TBA), Junior High School, English Language Teaching

1. Introduction

Hence in 2013, the development of a competency based curriculum was initiated and was finalized in 2017 together with its implementation. A competency-based curriculum seeks to link education to the real life experiences as it helps learners acquire knowledge, skills, values and attitudes to access, criticize, analyze and practically apply them to reality. In this regard, learners are provided with practical experiences during the teaching and learning processes that are likely to help them gain life skills. A competency - based curriculum (CBC) is a complex and multilayered phenomenon and thus it requires educationists, teachers and society to be aware and knowledgeable of its principles so that they can understand and appreciate it if it is to be effectively implemented. Competency-based curriculum is a modern educational approach that focuses on mastery of skills and knowledge, allowing learners to progress at their own pace. This innovative learning approach has several key characteristics that make it effective in enhancing educational tactics and improving learning outcomes.

Moreover, In Open English Learning Resources Booklet (2002), it is stated that text refers to any meaningful spoken or written language, regardless of its length. A text can exist by itself, a complete spoken utterance, or a written message. It may be a road sign, a conversation or cry for help, it may be one word or many. Different texts have different purposes and are organized in different ways with different language features. Then, text-Based approach explores the interaction between the learner and the text. The purpose of this approach is to enable learners to become competent, confident, critical readers, writers, viewers and designers of text. TBA involves analyzing texts to understand how they are produced and how they impact on their audiences; producing texts for particular audiences and purposes – information by an understanding of how texts are constructed

Therefore, this article will talk about The Implementation of Text-Based Approach

within the Competency-Based Curriculum in Junior High School. It is important to discuss because it is a popular method in teaching English at Secondary Schools with the Competency-Based Curriculum. As a teacher, it is important to connect theory with practice to have a good understanding for teaching effectively.

2. Methodology

The researchers used the literature review method to gather and synthesize existing knowledge on the implementation of the Text-Based Approach (TBA) within the Competency-Based Curriculum (CBC) in junior high schools. They examined a variety of studies and theoretical frameworks related to both CBC and TBA to understand how these approaches can enhance educational tactics and improve learning outcomes. This involved exploring the principles and practices of CBC, which focuses on the mastery of skills and knowledge through practical, real-life applications, and the TBA, which aims to develop competent and critical readers, writers, and designers of text. The researchers also reviewed the successes and challenges of implementing these approaches, as well as teacher and student perspectives, to provide a comprehensive overview of how TBA and CBC can be integrated effectively in junior high school settings.

3. Finding and Discussion

Theoretical Foundations:

The educational environment is continually changing to suit the demands of the twenty-first century. The Competency-Based Curriculum (CBC) and text-based learning are two important approaches that have developed in modern educational discourse. Both approaches seek to improve student learning outcomes by emphasizing certain talents and employing texts as major teaching materials, respectively.

Overview of the Competency-Based Curriculum (CBC) Framework in Junior High School

The Competency-Based Curriculum (CBC) is an educational strategy that focuses on the development of certain abilities or skills in students. Unlike traditional curricula, which emphasize subject understanding, the CBC framework stresses knowledge application in real-world circumstances. In junior high schools, CBC aims to provide students with critical thinking, creativity, communication, and collaboration skills that are required for success in today's society.

The concept of "mastery learning," which states that students must demonstrate a thorough understanding of a topic before moving on to the next, is central to CBC. This approach enables personalized learning by adjusting instructional strategies and pacing to meet the individual needs of students. Teachers play an important role in this framework by giving ongoing feedback and guidance, ensuring that all students develop the necessary capabilities. Furthermore, CBC stresses interdisciplinary learning, which combines courses to provide students a comprehensive knowledge of issues. For example, an environmental conservation project might incorporate components of science, geography, and social studies, helping students to learn how information is interrelated.

Text-based learning is an educational strategy in which texts serve as the primary medium for both teaching and learning. This method is based on various educational ideas, including constructivism, sociocultural theory, and reader-response theory. Constructivism holds that learners build knowledge via their experiences and interactions with the environment. In a text-based learning environment, students actively engage with texts, drawing on existing knowledge and experiences. This approach promotes greater understanding and retention of knowledge.

Explanation of Text-Based Learning Theories and Approaches in Junior High School

Lev Vygotsky established sociocultural theory, which emphasizes the importance of social interaction in learning. Text-based learning relies heavily on conversations and collaborative activities that revolve around texts. These exchanges assist students improve critical thinking and communication skills by allowing them to explain their interpretations and evaluate many views. The reader-response theory focuses on the reader's connection with the text. It implies that meaning is not inherent in the text, but rather formed by the reader's interaction with it. In junior high schools, this approach is used to encourage students to explore their unique responses to readings, resulting in a more meaningful and individualized learning experience. Close reading, literature circles, and text annotations are all examples of text-based learning approaches used in junior high school. Close reading is a careful investigation of a text that focuses on language, structure, and topics. Literature circles are small student-led discussion groups that encourage collaboration and critical thinking. Text annotations enable students to record their thoughts, questions, and connections while reading, promoting active engagement with the text.

Integration of CBC and Text-Based Learning in Educational Theory at Junior High School

Integrating the Competency-Based Curriculum (CBC) with text-based learning can result in a strong educational framework that improves student learning results. Both methods complement one another by encouraging active participation, critical thinking, and practical application of information. In practice, this integration may be accomplished via project-based learning (PBL) and inquiry-based learning (IBL). In PBL, students work on projects that challenge them to apply a variety of skills to real-world situations. Texts are useful resources for providing information, context, and varied viewpoints on the project issue. For example, a renewable energy project may entail reading scientific journals, reviewing case studies, and researching policy documents.

Inquiry-based learning encourages students to explore and investigate, as well as ask questions and conduct research. Texts play an important part in this process because they provide the required information and evidence to support students' questions. For example, in a social studies investigation of historical events, students may examine primary source documents, historical interpretations, and personal recollections. Teachers help to integrate CBC and text-based learning by developing courses and evaluations that are consistent with both frameworks. They give a variety of books to accommodate varying reading levels and interests, ensuring that all students can interact meaningfully with the topic. Additionally, teachers employ formative tests to evaluate student progress and give timely feedback, assisting students in mastering the essential competencies.

Implementation of Competency-Based Curriculum (CBC) in Junior High Schools

The implementation of the Competency-Based Curriculum (CBC) in junior high schools has gained a lot of attention in the last several years. This educational approach promotes the development of students' skills and competencies above the traditional emphasis on rote memorization. CBC strives to equip students with the skills they will need to succeed in the twenty-first century, such as critical thinking, problem solving, and effective communication.

Review of Studies on CBC Implementation in Junior High Schools

Many studies have been conducted to investigate the implementation of CBC in junior high schools across various regions. These studies generally emphasize the transition from content-based education to a more comprehensive approach that prioritizes student-centered learning. For example, Oduor's (2021) study in Kenya found that CBC promotes active learning and encourages students to take responsibility for their education. The study found that students were more interested and motivated when learning through hands-on activities

and real-world applications.

Similarly, Santos et al.'s (2022) research in the Philippines found that CBC promotes critical thinking and creativity among junior high students. The study found that students who were taught using the CBC framework had superior problem-solving abilities and were more competent at applying their knowledge in diverse. Furthermore, Zhang (2020) found that CBC can assist bridge the gap between theoretical knowledge and actual abilities. The study emphasized that CBC promotes experiential learning, which is critical for preparing students for future challenges in higher education and the workplace.

Successes and Challenges Observed in Various Contexts

The use of CBC in junior high schools has resulted in several successes. Improved student engagement and motivation is a notable achievement. Studies have repeatedly demonstrated that when students participate actively in the learning process, they are more excited about it. For example, Putra (2023) discovered that CBC boosted student engagement and collaboration in the classroom. Students responded that they preferred group projects and hands-on activities to standard lectures. Another success has been the improvement of students' critical thinking and problem-solving abilities. CBC encourages students to study information, think critically, and develop novel solutions. In a research done in Nigeria, Adeyemi (2021) discovered that students taught using CBC were better at detecting and solving complicated issues than their classmates in traditional settings.

However, implementing CBC is not without obstacles. One important issue is a lack of proper training and support for instructors. Due to a lack of professional development opportunities, many teachers report feeling unprepared to effectively deliver the CBC curriculum. For example, Kim (2020) found that instructors in South Korea required more intensive training to adapt to the new teaching methods mandated by CBC. Furthermore, a lack of resources and infrastructure has been a considerable hurdle. In many underdeveloped nations, schools lack the necessary facilities and tools to enable the practical and participatory aspect of CBC. Mwangi's (2022) study in Uganda found that schools struggled to provide the required tools and circumstances for experiential learning.

Teacher and Student Perspectives on CBC

The perspectives of teachers and students on CBC are critical for understanding its impact and pinpointing areas for improvement. Teachers have generally been favorable about CBC, acknowledging its potential to improve education. They like the emphasis on skill development, as well as the potential to make classes more dynamic and entertaining. However, many teachers have expressed worry about the increasing workload and the need for further training and assistance.

From the students' perspective, CBC has been highly appreciated. Students appreciate the curriculum's interactive and participatory nature, which makes learning more enjoyable and meaningful. Lee (2023) performed a study in Malaysia, and students said that CBC helped them grasp the relation of their academics to real-life issues, enhancing their enthusiasm and motivation.

Effectiveness of Text-Based Approaches in Language Learning

Language acquisition is a multidimensional process that necessitates the combination of many teaching strategies to acquire mastery. Text-based approaches have gained popularity due to their ability to improve language abilities.

Impact of Text-Based Approaches on Language Proficiency

Several studies have found that text-based approaches significantly contribute to language proficiency. Text-based learning entails engaging with written content to improve reading, writing, and comprehension abilities. According to Krashen's Input Hypothesis,

exposure to understandable input is essential for language learning. Text-based techniques give structured input, allowing for progressive learning. Day and Bamford (1998) discovered that increased reading, a form of text-based strategy, helps with vocabulary development, reading speed, and overall language ability. Similarly, Nation (2009) stressed the importance of reading in language development, arguing that a large quantity of reading is required to acquire a vast vocabulary and comprehend complicated grammatical structures.

Comparative Studies of Text-Based Versus Other Instructional Methods

While text-based approaches have proven beneficial, they must be compared to other teaching methods to determine their proportional merits. Research comparing text-based approaches to audio-based and interactive alternatives yielded mixed results. For example, Brown (2007) conducted a research comparing text-based learning compared to multimedia-based learning and discovered that both strategies were successful but suited to various learning styles. Text-based techniques were especially useful for students who liked visual learning and were highly literate. In contrast, multimedia techniques were more helpful for auditory learners and those who need compelling, interactive information to stay interested.

Furthermore, Plonsky and Ziegler's (2016) meta-analysis found that, while text-based approaches are successful, they work best when paired with other instructional methods. Blended learning, which combines text-based and interactive approaches, was proven to yield the best learning results. This implies that, while text-based techniques are useful, their efficacy can be increased when combined with other teaching tactics.

Challenges and Strategies in Implementing Text-Based Approaches within CBC.

Resource Availability

One of the primary challenges is ensuring the availability of diverse and high-quality texts. Schools must invest in a variety of texts to support the curriculum, which can be a financial burden. One of the primary challenges in implementing a text-based approach within the CBC is ensuring the availability of high quality and diverse texts. Schools need to invest in a broad selection of texts to support various competencies, which can be a financial strain. This challenge necessitates strategic planning and possible partnerships with libraries, publishers, and digital content providers to ensure adequate resource provision.

Teacher Preparedness

Effective implementation requires teachers who are proficient in both the text-based approach and the competency-based model. Professional development is essential to equip teachers with the necessary skills and strategies. Effective implementation of combined educational approaches requires teachers to be well versed in both the text-based methodology and the competencies outlined in the CBC. Continuous professional development and training are essential to equip teachers with the necessary skills and strategies. Developing teachers' proficiency in integrating these approaches into their teaching practices is crucial for the success of the initiative.

Assessment Difficulties

Designing assessments that accurately measure both competency and text-based learning outcomes can be complex. It requires careful consideration to create tasks that are both valid and reliable. Designing assessments that accurately measure both text-based learning outcomes and competency mastery can be complex. These assessments need to be valid, reliable, and reflective of students' true capabilities. This often involves creating multifaceted assessment tools that can capture a wide range of skills and knowledge, necessitating thoughtful design and consistent evaluation.

4. Conclusion

In summary, the integration of the Text-Based Approach (TBA) within the Competency-Based Curriculum (CBC) in junior high schools represents a significant evolution in educational strategies. The CBC emphasizes the mastery of skills and knowledge through practical, real-world applications, allowing learners to progress at their own pace. Meanwhile, the TBA focuses on developing competent, confident, and critical readers, writers, viewers, and designers of text. By combining these two approaches, educators can create a robust framework that enhances student engagement, critical thinking, and practical application of knowledge. Research indicates that the implementation of CBC in junior high schools has led to improved student engagement and motivation, critical thinking, and problem-solving abilities. However, challenges such as insufficient teacher training, lack of resources, and the complexity of designing effective assessments remain. To overcome these challenges, continuous professional development for teachers, strategic resource planning, and the creation of multifaceted assessment tools are essential. Overall, the successful integration of TBA and CBC requires a deep understanding of both approaches, strategic implementation, and ongoing support for educators. When effectively combined, these approaches can significantly improve educational outcomes, preparing students for the demands of the twenty-first century.

References

- Arimbawa, I. N. (2012). Text-based approach to EFL teaching and learning in Indonesia. *Prasi: Jurnal Bahasa, Seni, dan Pengajarannya*, 7(13).
- Mulenga, I. M., & Kabombwe, Y. M. (2019). Understanding a competency-based curriculum and education: The Zambian perspective. *Journal of Lexicography and Terminology* (Online ISSN 2664-0899. Print ISSN 2517-9306), 3(1), 106-134.
- Putri, L. T., & Apriansi, M. (2021). Text-Based Approach to EFL Teaching and Learning Activity. In *Corolla International Conference* (Vol. 1, No. 1, pp. 16-20).
- Anderson, N. J., & Nash, P. A. (1997). *Literacy response to literature: The power of purposeful reading*. Heinemann.
- Arends, R. I. (2011). *Learning to teach* (8th ed.). McGraw-Hill.
- Cromley, P. (2002). Differentiating vocabulary instruction for reading comprehension. *The Reading Teacher*, 56(3), 280-289.
- Desimone, L. (2009). Improving teacher quality in an era of educational reform. *Educational Researcher*, 38(8), 649-664.
- Eggen, P., & Kauchak, D. P. Mohamad, S., & Rahman, N. A. (2014). Effective Implementation of the Text-Based Approach in English Second Language Classrooms. *International Journal of Language Studies*, 8(2), 182-190.
- Fang, Z. (2013). Text-Based Language Teaching in the New-Normal Era to Achieve Communicative Competence: Challenges for EFL Teachers. *Jurnal FKIP UWGM*, 2(1), 1-12.
- Adeyemi, T. (2021). Impact of Competency-Based Curriculum on Problem-Solving Skills in Nigerian Junior High Schools. *Journal of Educational Research*, 58(3), 45-59.
- Kim, H. (2020). Teacher Preparedness for Competency-Based Curriculum in South Korean Schools. *Asian Education Review*, 14(2), 112-127.
- Lee, S. (2023). Student Perceptions of Competency-Based Curriculum in Malaysian Junior High Schools. *Southeast Asian Journal of Education*, 29(1), 30-47.
- Mwangi, J. (2022). Challenges in Implementing Competency-Based Curriculum in Ugandan Schools. *East African Education Research Journal*, 35(4), 87-101.
- Oduor, P. (2021). Active Learning and Competency-Based Curriculum in Kenyan Junior High Schools. *African Journal of Education Studies*, 19(2), 76-89.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

Pearson Education.

Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.