THE TEACHING OF ENGLISH USING CAMBRIDGE CURRICULUM-BASED TEXTBOOK: A CASE STUDY AT AN ISLAMIC HIGH SCHOOL IN JAMBI PROVINCE

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Submitted by:

NURUL HIKMAH

P2A420027

MASTER OF ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

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by:

Nurul Hikmah

P2A420027

Master Program of English Education

Jambi University

Approved by:

First Advisor	**Second Advisor**
Drs. Marzul Hidayat, M.A., Ph.D.	Failasofah, S.S., M.Pd., Ph.D.
NIP: 196703171993031003	NIP: 197507282009122001

LETTER OF RATIFICATION

The thesis entitled "The Teaching of English Using Cambridge Curriculum-Based Textbook: A Case Study at an Islamic High School in Jambi Province" written by Nurul Hikmah, student registration number P2A420027 has been defended in front of the boards of examiners on January 2024 and was declared acceptable.

Drs. Marzul Hidayat, M.A., Ph.D. NIP. 196703171993031003	Chair Person	1.
Failasofah, S.S., M.Pd., Ph.D. NIP. 197507282009122001	Secretary	2.

Jambi, January 2024

The head of Master Program of
English Education

Dr. Dra. Rachmawati, M.Pd.
NIP. 195907031987022001

DECLARATION OF ORIGINALITY

Hereby, the writer declares that this thesis paper entitled: "The Teaching of English Using Cambridge Curriculum-Based Textbook: A Case Study at an Islamic High School in Jambi Province" is originally made by the writer herself. The writer understands the full consequences including degree cancellation if she took somebody else's ideas, thought, phrase, and sentences without proper references.

Jambi, January 2024

Nurul Hikmah
P2A420027

MOTTO

"Time is like a sword. If you do not use it well (to cut), it will use you (be cut)."

(H.R. Muslim)

"Many of life's failures are people who did not realize how close they were to success when they gave up." (Thomas A. Edison)

"Once you choose hope, anything's possible." (Christopher Reeve)

DEDICATION

This thesis is dedicated to my parents; my father, Muhammad Tahir, and my mother, Badariah who have offered unconditional love and support, and always have been there for me. Thank you so much.

ABSTRACT

Hikmah, N. (2024). ***The Teaching of English Using Cambridge Curriculum-Based Textbook: A Case Study at an Islamic High School in Jambi Province.*** A Thesis, Master of English Education Study Program. Faculty of Teacher Training and Education, Jambi University in academic Year 2023/2024. First supervisor: Drs. Marzul Hidayat, M.A., Ph.D. and second supervisor: Failasofah, S.S., M.Pd., Ph.D.

Islamic high school in Jambi is a school in the province which have used Cambridge curriculum-based textbook in English teaching. This study aims to explore and explain the teaching of English with Cambridge curriculum-based textbook at an islamic high school in Jambi province. The research questions in this study are: 1) How is the of teaching of English using Cambridge curriculum-based textbook at an islamic high school in Jambi province, 2) What are the facilitating factors in its implementation, and, 3) What are the inhibiting factors in its implementation. This research is a qualitative research with a case study design. Researcher collected the data through interview and document review. Researcher interviewed two English teachers of Islamic high school in Jambi province. Then, researcher reviewed the supporting documents for the the study such as an English teaching module and Cambridge teachers' book. The result of the study showed that teaching of English using Cambridge curriculum-based textbook in Islamic high school in Jambi did not follow the procedure in the textbook. English teachers created teaching module which is in accordance with national curriculum and modified the learning activity. Teacher's strategy in teaching English is audio-lingual method. Teacher self-made assessment is designed for formative assessment and summative assessment. The supporting factors for Cambridge curriculum in this Islamic high school are: additional school activity, morning program, and the English environment with English pin used by teachers. Meanwhile, the inhibiting factors are: non-existence of native speaker, unsupportive teaching-staffs, and the limited learning facility.

Key terms: *Cambridge curriculum-based textbook, English teaching*

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Finally, I hope this thesis will be useful for the readers. I realize that this work is still far from being perfect. Thus, any suggestions and criticisms are needed to make this thesis better.

Jambi, January 2024

Nurul Hikmah
P2A420027

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CHAPTER I

INTRODUCTION

This research aims to explain the teaching of English with Cambridge Curriculum- based textbook at an Islamic high school in Jambi. This chapter discusses about the background of the study, the limitation of the problem, research questions, the objectives of the study, and the significance of the study.

1.1 Background of the Study

Teaching and learning English at school has definite rule of administration. Schools offer a set of teaching and learning plan to guide the entire process of language learning experiences in a curriculum includes the purposes, material, learning strategy, curriculum management, and evaluation. The determined curriculum at educational institution enables the practitioners to implement the language learning in an organized and well-planned system. Glatthorn, et.al. (2019) concluded the definition of curriculum as a set of plans made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned.

Government of Indonesia manage the subject of English as a compulsory academic course for secondary schools (junior and senior high schools) in national curriculum. Minister of Education and Culture (2022) about the learning

outcomes of learning in Merdeka curriculum states that learning English at the Primary and Secondary Education levels (SD/MI/Package A Program; SMP/MTs/Package B Program; and SMA/MA/Package C Program) is expected to help students successfully achieve the ability to communicate in English as part of life skills. The approach used in general English learning is a text-based approach (genre-based approach), namely learning is focused on text, in various modes, whether oral, written, visual, audio, or multimodal.

The immersion of foreign languages learning process as stated in national curriculum is allowed for schools to achieve the purposes of learning. Government allows schools to adapt foreign curriculum to enrich and deepen the learning of English as a foreign language. Cambridge curriculum is an international curriculum from the University of Cambridge. Cambridge International Website (2017) describes that Cambridge curriculum offers the learning of several subjects such as Science, Math, and English for primary or elementary schools, and focus on the development of knowledge and skill in English subject which forms good foundation for the next education level.

In Jambi, there is a small number of schools which implement Cambridge curriculum. one of the institutions which collaborates with Cambridge curriculum developer for its all stages of educational level is an Islamic high school in Jambi. This school implement Cambridge curriculum for language learning from their kindergarten students, elementary students, junior high school students to senior high school students.

However, every school has standards of outcomes which shows the ability of the students in accepting and presenting the languages. According to this standard, some schools choose to use another curriculum instead of the curriculum from government. The selection of curriculum for teaching English is customized by school committee in related to the learning purposes and needs.

The collaboration between Islamic high school in Jambi and Cambridge curriculum program in Indonesia started in the end of 2019. By the year of 2020, this school was able to implement the curriculum in the classroom. Cambridge curriculum commonly be implemented for Science, Math, and English subjects for most school in Indonesia. In recent implementation, Islamic high school in Jambi implement Cambridge curriculum for English subject as the main point to improve the students' ability in English and achieve the institution's vision to be world class. (Program Kurikulum Cambridge, Islamic High School, 2020).

International curriculum definitely affects teachers in delivering English with the textbooks, supporting material and appropriate method to the class. Teachers' competencies also need to cope with the curriculum due to the different treatment of teaching method for English classroom with Cambridge curriculum. As Whitaker (1979) in Chaudhary (2015) asserts that the teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable.

Part of curriculum that is important in language learning is the availability of textbook. Devereaux et. al. (2000) in Akhmad, et. al. (2023) defines textbook as a form of published revealed material most usually used as a teaching and studying medium in schools or any academic group. Cunningsworth in Akhmad, et. al. (2023) describes criteria of reading material which based on: (1) The textbook should correspond to the learner's needs. They should match the aims and objectives of the language learning program. (2) The textbook should contain (present or future) what learners will make of the language. Select textbooks which help to equip learners to use language effectively for their purposes. (3) Textbooks help learners to learn in several ways. Textbooks should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

This collaboration brings the use of Cambridge curriculum-based textbook in English teaching by Islamic High School in Jambi Province. Certain information for subject material of teaching English with Cambridge curriculum is that the availability of teacher’s and students’ book with supporting visual and audio material (Prepare: Teachers’ Book, 2019). Teachers’ capability in cooperation with the technology used is one discussion. The existence of school facility to meet the curriculum implementation demand is the other case. The advanced technology requirements for implementing the curriculum needs special attention for institution to ensure that the program can be done for teaching and learning process.

The different culture of learning material which appears in the textbook deals with students' background knowledge and culture conflicts. Requiring the new language for students in Islamic high school in Jambi need to be driven well by the teachers in terms of approach, methods, the activities, and, the evaluation of teaching and learning of English with Cambridge curriculum. Chaudhary (2015) adds that another factor to the curriculum implementation. Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

Furthermore, the level of students' proficiency skills in English along with students' motivation and interest have become a complex challenge in implementing the process of teaching and learning English with foreign curriculum. Senior high school students, in this case, come from different schools which do not apply international curriculum. They also have different purposes in learning English which shows their willingness to learn. According Chaudhary (2015) learners are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in

curriculum implementation. For example, home background and learner ability can determine what is actually achieved in the classroom.

In this concern, school needs to have clear system to answer variety challenges which come to the process of implementing Cambridge curriculum for English teaching and learning. The partnership of school and curriculum developer have promoted the implementation of Cambridge curriculum in the classrooms by facilitate the series of training for teachers and school committee. Particularly, teachers meet native trainer and people in charge for the implementation of Cambridge curriculum in Indonesia. Regular training and seminar present the nature of learning English from basic knowledge to practical essence in the classroom.

Evaluation of the implementation of English teaching process with Cambridge curriculum helps curriculum developer, school, and teachers to explore the whole process from planning, teaching and learning process, and evaluation. In the end, the evaluation of the implementation will improve the quality in the process of delivering and acquiring the new language by teachers and students. The evaluation of Cambridge curriculum implementation involves collecting evidence from various stakeholders for the purpose of improving the effectiveness of the teaching-learning process. A successful evaluation generates outcomes that are valid, reliable, and indicate directions and actions or development (Cambridge International Website, 2017).

In regards to the usage of international curriculum in this Islamic high school in Jambi, it indeed affects on the teaching and learning activities

particularly on the teachers' roles and expertise to maintain the class. This activity is certainly different from schools which do not apply foreign curriculum for English teaching. Therefore, this study aims to explore and explain the teaching English using Cambridge curriculum at Islamic high school in Jambi. The title of this study is "*The teaching of English using Cambridge curriculum-based textbook at an Islamic high school in Jambi"*.

1.2 Limitation of the Problem

In order to minimize the broader discussion in this thesis, this study limits the problem of the research in exploring the teaching of English with Cambridge curriculum-based textbook at an Islamic high school in Jambi. Then, researcher adds the scope of the study to explore the facilitating factors and inhibiting factors in its implementation.

1.3 Research Question

Based on the limitation of the problem above, the research questions are:

(1) How is the teaching of English using Cambridge curriculum-based textbook at an Islamic high school in Jambi Province?
(2) What are the facilitating factors in its implementation?
(3) What are the inhibiting factors in its implementation?

1.4 Objective of the Research

The objectives of this research are:

(1) To explore and explain the implementation of teaching of English using Cambridge curriculum-based textbook at an Islamic high school in Jambi Province.

(2) To describe the facilitating factors in its implementation.

(3) To describe the inhibiting factors in its implementation.

1.5 Significance of the Research

1. For school: the result of this study can be used as a source of the knowledge about Cambridge curriculum-based textbook and the implementation at school. The school can use the result of this study for better improvement in providing and managing facility for both teachers training and teaching learning process at class.

2. For teachers: the result of this study gives the information for English teachers to improve teachers' role in planning the learning, doing the teaching at class, till evaluating the students at classrooms.

3. For researcher: this study reveals the challenges of the implementation international curriculum, especially Cambridge curriculum. The result of this study can be used as a reference for other researcher who want to conduct a study about Cambridge Curriculum.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the terms and concepts that are used in the discussion. This part of the study also shows the previous related study as references of this research.

2.1 Curriculum

Ornstein & Hunskin (2018) state that curriculum is a plan for achieving goals. This position which was popularized by Tyler and Taba, has indicated a linear view of curriculum. The plan itself involves a sequence of steps. Today, some experts agree with this definition. For example, Wiles and Bondi in Ornstein & Hunskin (2018) view curriculum as a development process that includes: (1) identifies a philosophy; (2) assesses student ability; (3) considers possible methods of instruction; (4) implements strategies; (5) selects assessment devices; and (6) is continually adjusted. Ornstein & Hunskin (2018) also add that broadly understanding of curriculum is something which is dealing with the learner's experiences. This concept represents that almost anything planned in or outside of school is part of the curriculum.

Eisner in Ornstein & Hunskin (2018) explains that the planned curriculum is able to translate several components. They are: (1) the school's goals into learning subjects for students to learn, (2) the measured objectives of the courses and lessons which is stated in the teachers' unit plans and lesson plans, and, (3) the subject's

assessment. Eisner also differentiates two important key terms, the planned and the operational curriculum. “The planned curriculum is developed after considering several options and is usually prepared by a curriculum committee of the school or school district. The operational curriculum emerges in the classroom as a result of the actual situation and requires that teachers make adjustments as needed (Ornstein & Hunskin, 2018).”

Curriculum is important in language teaching. In her book, Rochmahwati (2017) explains that an effective curriculum offers good impression on many sides which it provides the administrators, teachers and students with good impact. This explanation leads to further description below:

a. Impact on Administrators

Curriculum allows administrators to provide a dynamic educational program for current and prospective students. Schools, colleges and universities attract students with a variety of quality, competitive and flexible program curricula.

b. Impact on Teachers

Curriculum offers teachers the ideas and strategies for assessing student progress. A student must meet certain academic requirements in order to go to the next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that level involves a high school, college or career.

c. Impact on Students

A curriculum gives students an understanding of what must be accomplished in order to obtain a degree. Without such knowledge, students would be lost in a maze of academic courses that seemingly leads nowhere. They would have no assurance that they are taking the proper subjects toward a diploma or a degree. A curriculum promotes a sense of order and structure in the pursuit of academic success.

Curriculum implementation is the realization of the curriculum into teaching and learning. Teachers are the key in the process of curriculum implementation since they take big roles to plan, to teach the students, and to evaluate the teaching. Nizkodubov & Evseeva (2015) explains that generally, implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy. Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the "specific set of activities" related to implementation.

In their book, Ornstein & Hunskin (2018), it is stated that successful curriculum implementation results from careful planning, which focuses on three factors: people, programs, and processes. To implement a curriculum change, educators must get people to change some of their habits and, possibly, views. Many school districts failed to implement their programs because they ignored the people

factor and spent time and money modifying only the program or process. However, focusing on the new program provides people with new ways to meet the objectives of the school's programs. Organizational processes, too, are important. Reorganizing departments can move people in the directions necessary for successful implementation.

David et.al (2010) add that without adequate financial support, new curricula fail. When federal funds were flowing, many school districts adopted innovations but failed to allocate funding to these innovations in their regular school budgets. When the federal funds (essentially intended as start-up funding) ran out, the districts discontinued their new curricula, citing lack of necessary funds. If school districts implement new curricula using federal or state grant money, they must devise ways to support these curricula with money allocated in the school budget. Money is required for new materials and equipment and to pay people who help implement a new curriculum. At the local level, five steps are involved in budgeting for new programs: preparation, submission, adoption, execution, and evaluation. When a new program is adopted, the school board allocates funds for specific educational materials. The other four budgeting steps involve the superintendent at the district level and the principal (or chair) at the school level.

Then, Sahlberg (2015) tells that a trusting relationship must exist among all parties in the school, especially between administrators and teachers. Effective implementation can and should utilize the services of lead teachers who are released from classroom teaching so that they can serve as sales people for the new curricular

program and as mentors or coaches so that teachers gain the knowledge and competency requisite for enacting the created curriculum.

2.1.1 National Curriculum

Indonesia views English as a foreign language which presents in national education system from primary school till university. In elementary school level, English is taught as an optional local content subject where the institution can determine the material which is related to their environment, culture, and students' background knowledge. In the next level, for secondary school (junior and senior high schools) and university level, English is taught as a compulsory subject as mandated in the national of Indonesian educational system. Particularly, in senior high schools, English is taught for four hours per week or two meeting in a week.

English curriculum for Senior High School follows the national curriculum K-13 which contains four important aspects (religion, social, knowledge, and skill) (Kemendikbud, 2016). English learning in Senior High School is general English with several types of texts. The competences derive students to learn both written and spoken language of texts.

Government of regulations Number 32 Year 2013 about the national standards of education mandates schools (primary and secondary) to design their own documents of curriculum that in accordance with content standards and graduate competency, and guided by the guidelines for preparing the education unit level curriculum published by the national organization of education standards (BSNP).

The curriculum designed by certain school is called as *KTSP (Kurikulum Tingkat Satuan Pendidikan)* in order to realizing a curriculum that is in accordance with the uniqueness (characteristics), conditions, regional potential, regional needs and problems, educational units and students, by referring to the national standards contained in the Content Standards (SI) and Graduate Competency Standards (SKL) as well as the KTSP preparation guide. Before implementing KTSP in learning, all parties directly involved in learning, especially teachers, school principals and supervisors, they have to (1) have a commitment, (2) understand KTSP correctly, (3) have the necessary supporting documents, and (4) able to implement it in learning so that the hope of seeing a good and effective learning process is not just a slogan, but actually becomes a reality (Baedhowi, 2016).

The document of curriculum (KTSP) for schools is as a reference in running the education process for the year and consists of the specifications and the division for all subjects from compulsory till the special-characteristics of school including the number of time and weeks of learning.

As for schools' characteristics, government allows school to create the opportunity of learning environment in aiming to deepen the knowledge. Language deepening, especially English subjects at schools with special characterization, delivers schools to add the number of learning time and even add the supporting curriculum by creating partnership in education.

2.1.2 Cambridge Curriculum

Cambridge curriculum is an international curriculum that is adapted and adopted from Cambridge university press and assessment which works with schools worldwide to build an education that shapes knowledge, understanding and skills. As part of the University of Cambridge, this curriculum offers a globally trusted and flexible framework for education from age 5 to 19. This curriculum started from Cambridge Primary for 5 to 11 years old students. The second is Cambridge Low Secondary for 11 to 14 years old students, third Cambridge Upper Secondary for 14 to 16 years old students, and the last is Cambridge advanced for 16 to 19 years old students.

Program which offers the recognized qualifications, high-quality resources, comprehensive support and valuable insights help schools prepare every student for the opportunities and challenges ahead. "Cambridge educational program and qualifications are deliberately designed to be flexible so that they can be used by schools and school system in ways that best meet local needs. It means that the Cambridge curriculum could be modified and applied based on the students` need and characteristics (Cambridge International Website, 2017)."

In the guide book from Cambridge International Website (2017) entitled: "*Implementing the curriculum with Cambridge: A guide for school leaders"*, it is stated that the curriculum has provided the teaching documents (learning material and supported resources) from the Cambridge official management to make it easy to be applied by schools. The teaching documents that aim to support teachers in the delivery of subject curricula are: syllabus, schemes of work, teacher guide on

planning and teaching, textbook and publisher resources, and example candidate responses (standard booklets). These well-designed documents are included in Cambridge Curriculum development. In addition, the exam preparation materials included past question paper, examiner report, grades threshold, and mark schemes are also required. This means that the teachers and the school do not have any responsibility in designing the curriculum and the teaching document because the Cambridge Curriculum affairs have provided the teaching document included lesson plan.

2.2 The Significance Similarities and differences of Curriculum 2013, Merdeka Curriculum, and Cambridge Curriculum

Rohimajaya, et. al. (2022) in their study concluded that Curriculum 2013 aims to equip students with equal proportion of cognitive, affective and psychomotor aspects, and for the results of the implementations are assessments based on these aspects. In this curriculum, planning, teaching and learning process, dan learning evaluation are interrelated. The procedure of evaluation is done to know the result of learning process and students' achievement according to Curriculum 2013. This curriculum emphasizes to the newest pedagogic dimension from the learning activity with scientific approach. The principle of learning process in Curriculum 2013 is the educative process to explore students' potential skills. Students are expected to get the affective, knowledge, and skills to contribute to society and nation by curriculum.

Merdeka Curriculum was developed as a more adaptive curriculum framework as part of a learning reform initiative, with a focus on important material and developing students' character and skills (Ministry of Education and Culture, 2022). The government explains that the main characteristics of this curriculum that support learning recovery are: (1) Project-based learning for the development of soft skills and character according to Pancasila Student Profile; (2) Focus on important material so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy; and (3) freedom for teachers to carry out differentiated learning based on student abilities.

Pancasila Student Profile identifies integral components of the Merdeka curriculum. Pancasila students are students who have personality competencies based on Pancasila values completely and in depth. The Pancasila Student Profile is in accordance with the government's vision and mission as stated in Minister of Education and Culture Regulation Number 22 of 2020, which states that Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence, personality and behave in accordance with the values. Pancasila values, with six dimensions, namely (1) faith, devotion to God Almighty, and noble character, (2) global diversity, (3) working together, (4) independence, (5) critical reasoning, and (6) creativity.

Through this initiative to strengthen the Pancasila Student Profile, students learn to take real action in responding to problems that arise at their respective stages of development and learning. This improvement project is also expected to motivate students to contribute to society and the surrounding environment.

The following is a description of the results of the analysis of the 2013 curriculum documents and the Merdeka curriculum for high school English learning:

1. Basic Framework

The similarity between the Curriculum 2013 and the Merdeka curriculum is that it has a basic framework for the national education system and national education standards. Meanwhile, the difference is that in the Merdeka curriculum there is additional development of the Pancasila Student Profile which is not in the Curriculum 2013.

2. Targeted Competencies

In the 2013 curriculum, basic competencies (KD) and Core competencies are the targeted competencies. In contrast to the Merdeka curriculum, the competencies targeted use the term learning outcomes (CP). In the learning process, learning outcomes (CP) include knowledge, attitudes and skills to achieve student competency in each phase. At the high school level, phase E is equivalent to class X, and phase F is equivalent to classes XI and XII.

3. Curriculum Structure

The curriculum structure in the Curriculum 2013 consists of intracurricular and extracurricular. Meanwhile, the Merdeka curriculum uses intracurricular, extracurricular and projects to strengthen the Pancasila student profile. Class hours

in the Curriculum 2013 are set per week, while in the Merdeka curriculum they are set per year.

The learning organization approach in the Curriculum 2013 is based on subjects. In the Merdeka curriculum, learning organization is subject-based and integrated. As a graduation requirement, students are required to write an essay, whereas in the Curriculum 2013 there is none.

4. Learning

In the learning process, the 2013 curriculum uses a scientific approach for all subjects. The Merdeka Curriculum uses a differentiation approach that suits students' abilities. Apart from that, in the Merdeka curriculum there is also a project to strengthen the Pancasila Student Profile which students must carry out in the learning process.

5. Assessment

In the assessment aspect, the Curriculum 2013 uses formative and summative assessments, whereas in the Merdeka curriculum the same uses formative assessments and the results serve as reflection to shape students' learning according to their abilities. In the Merdeka curriculum, there is an assessment of the project to strengthen the Pancasila Student Profile which is not in the Curriculum 2013. Assessment of attitudes, knowledge and skills characterizes the assessment in the Curriculum 2013, whereas in the Merdeka curriculum, there is no separation between assessment of attitudes, knowledge and skills.

6. Teaching Tools

In both the Curriculum 2013 and the Merdeka curriculum, teaching tools use textbooks and non-text books. In addition to the Merdeka curriculum, the teaching tools used are teaching modules, plot of learning objectives (ATP), and a project to strengthen the Pancasila Student Profile.

7. Curriculum Tool

Based on the curriculum tool aspect, the Curriculum 2013 has guidelines for curriculum implementation, assessment and learning for each level of education. Meanwhile, the Merdeka curriculum has (1) learning and assessment guidelines, (2) development of school operational curriculum, (3) development of the Pancasila Student Profile Strengthening Project, and (4) implementation of inclusive education. Other information about the curriculum in learning English is the Merdeka curriculum which focuses on strengthening skills in using English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting or presenting inclusively, in various types of texts (Ministry of Education and Culture, 2022).

The learning outcomes of these six English language skills are aligned with the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) and are equivalent to level B1. Level B1 (CEFR) reflects specifications that can be seen in the student's ability to maintain interaction and convey something desired in various contexts with clear articulation, express

the main idea to be conveyed comprehensively, and practice communication even though he is not yet fluent. English language teaching in the Curriculum 2013 focuses on character development and four language skills: listening, speaking, reading, and writing.

As in Cambridge curriculum guidelines, school administers the Cambridge curriculum according to supporting documents that are available for them. Cambridge program also offers standards for English teachers and teachers-students' attributes to support the successful of the implementation. This curriculum designed the standards for Cambridge English teacher. Standards for Schools help schools carry out self-evaluations. It defines the range of characteristics and practices school leaders need to provide Cambridge program effectively (Cambridge International Website, 2017).

School teaching is dependent on context. Cambridge schools are found in 160 countries, in a range of different political, social, cultural, economic and educational-historical settings. This variety means that detailed recommendations will not be relevant or helpful. Effective teachers will learn from educational research and their own experience, adapt ideas intelligently and apply them to their current context. The designed Cambridge Teacher Standards is expected to be as open as possible so teachers can apply them to their own contexts. They are based on the principle that effective teaching has many common practices, so they are relevant to all teachers in Cambridge schools. The standards are:

1. Demonstrate knowledge and understanding of students and how they learn
2. Know subject and curriculum content and how to teach it
3. Demonstrate professional teacher values and attributes

2. Establish professional relationships to develop and support learning and teaching
3. Implement effective planning, teaching, learning and assessment practice
4. Demonstrate innovative and effective classroom practice
5. Create and maintain a safe and inclusive learning environment
6. Engage professionally with parents and communities

The attributes of Cambridge learners and teachers are also relevant. Cambridge learner attributes are the qualities that schools with Cambridge curriculum try to impart in the students. With the Cambridge attribute the students become confident, responsible, respectful, responsive, reflective, and innovative (Cambridge International Website, 2017).

Table 2. Cambridge learners' and teachers' attributes

Cambridge learners	Cambridge teachers
Confident in working with information and ideas – their own and those of others.	**Confident** in teaching their subject and engaging each student in learning.
Responsible for themselves, responsive to and respectful of others.	**Responsible** for themselves, responsive to and respectful of others.
Reflective as learners, developing their ability to learn.	**Reflective** as learners themselves, developing their practice.
Innovative and equipped for new and future challenges.	**Innovative** and equipped for new and future challenges.
Engaged intellectually and socially, ready to make a difference.	**Engaged** intellectually, professionally and socially, ready to make a difference.

Source: Cambridge International Website, (2017)

The guidelines also contribute to describe how teachers apply teaching and learning strategies at class. Teachers need to apply a variety of teaching strategies in the classroom according to students' need. The example of the strategies are individual learning activities, group work and whole-class instruction.

In the guidelines of Cambridge International Website (2017), it explained that there is a key element in the teaching strategy, that is: the quality of learner engagement and how teachers provided the opportunities for feedback to guide the next learning steps. Teachers have to design the discussion in the classroom and students have room for responding and contributing in the discussion. This activity can be done to get the effective whole-class instruction.

Last, there is the evaluation process where teachers need to assess the students' target competencies. Teachers have to make assessment practices regularly to know whether the learners are reaching the learning objectives. Cambridge assessment for intermediate and upper intermediate level (B1 & B2), the achievement tests that is being provided by Cambridge curriculum are Cambridge IGCSE and Cambridge O Levels.

Cambridge IGCSE and Cambridge O Level are equivalent qualifications grade for grade.

Background to Cambridge IGCSE

Cambridge IGCSE syllabuses have been developed to support modern curriculum development, and to encourage good teaching practice. They set internationally recognized standards (equivalent to British GCSE and to GCE O levels). Cambridge IGCSEs can be taken as individual subjects or as qualifications towards the International Certificate of Education (ICE), which is awarded for a minimum of seven IGCSE passes from different subject areas.

Features of Cambridge IGCSE

Cambridge IGCSE is aimed at a wide ability range of students, with a range of grades awarded from A* (highest grade) to G (lowest). There is a core and extended curriculum available in some subjects - the available grades for each of these tiers will be listed in each subject's syllabus document. Cambridge IGCSE uses a variety of assessment techniques to test oral and practical skills, initiative and problem-solving and application of skills, knowledge and understanding. A coursework option is available in many syllabuses, allowing schools an element of personal choice and giving teachers the chance to share in the process of assessment.

Learners are rewarded for positive achievement (what they know, understand, and can do). Cambridge IGCSE prepares students for progression to employment, or further study. It also prepares students very well for Cambridge International AS & A Levels.

Features of Cambridge O Level

Cambridge O Level shares some of these features, but the several differences should be noted: (1) Cambridge O Level candidates are only awarded grades from A* to E, where A* is the highest achievable grade. (2) Cambridge O Level offers fewer coursework options than Cambridge IGCSE. (3) Some Cambridge O Level syllabuses were developed to meet specific local needs, such as minority languages. (3) The focus of Cambridge O Level languages is on writing and reading skills. (4)

There are more restricted practical test options in Cambridge O Level sciences. These constraints are advantageous to some schools where resources are limited.

2.3 Textbook for English Teaching

Devereaux et. al. (2000) in Akhmad, et. al. (2023) defines textbook as a form of published revealed material most usually used as a teaching and studying medium in schools or any academic group. In addition, Richards (2015) summarizes that textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.

According to Richards (2015), there are several advantages to the use of commercial textbooks in teaching, they are: 1. They provide structure and a syllabus for a program that has been systematically planned and developed. 2. They help standardize instruction which can ensure that the students in different classes receive similar content and therefore can be tested in the same way. 3. They maintain quality because they are well developed textbook. 4. They provide a variety of learning resources. 5. They are efficient because it can save teachers' time, 6. They can provide effective language models and input. 7. They can train teachers if teachers have limited teaching experience. 8. They are visually appealing

However there are also potential negative effects to the use of textbook in teaching, for example: 1. they may contain inauthentic language since texts, dialogs

and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use, 2. they may distort content because textbooks often present an idealized view of the world or fail to represent real issues, 3. they may not reflect students' needs since textbooks are often written for global markets, 4. they can deskill teachers if teachers use textbooks as the primary source of their teaching, and, 5. they are expensive (Richards, 2015).

2.3.1 Good Criteria for Textbook

Cunningsworth in Akhmad, et. al. (2023) describes criteria of reading material which based on: (1) The textbook should correspond to the learner's needs. They should match the aims and objectives of the language learning program. (2) The textbook should contain (present or future) what learners will make of the language. Select textbooks which help to equip learners to use language effectively for their purposes. (3) Textbooks help learners to learn in several ways. Textbooks should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

Richards (2015) argued that the type of textbook evaluation will also reflect the concerns of the evaluator. In one situation, one teacher may look at a book in terms of its usability, easy and flexible to be used. Another teacher may look at a book much more critically in terms of its theoretical orientation and approach, for example: the theory of conversation, kind of syllabus, and, what is the validity of

the activities. Other situations will also reflects different perspective from the teachers who evaluate the textbook.

In the end, all kinds of situation generated around the main issues involved in textbook evaluation and selection, they are: 1) program factors which questions relating to concerns of the program, 2) teacher factors which questions relating to teacher concerns, 3) learner factors which questions relating to learner concerns, 4) content factors which questions relating to the content and organization of the material in the book, 5) pedagogical factors whichquestions relating to the principles underlying the materials and the pedagogical design of the materials, including choice of activities and exercise types

2.3.2 How Teachers Use the Textbook

Harmer (1998) explained that in the situation when the teachers open a page in the textbook, they have to decide whether they should use the lesson on that page with their class. Several considerations for teachers are: Is the language at the right level? Is the topic/content suitable for the students? Are there the right kind of activities in the book? Is the sequencing of the lesson logical? If the language, content, and sequencing of the textbook are appropriate, the teacher will want to go ahead and use it. However, if there is something wrong with the textbook, the teacher has to decide what to do next.

Grant (1987) in Harmer (1998) suggested four alternatives when the teacher decides the textbook is not appropriate. First, teachers may simply omit the lesson, developing a kind of ‘pick and choose’ approach to what’s in front of them. Second,

teachers can replace the textbook lesson with one of their own. If the teacher is dealing with the same language or topic, the students can still use the book to revise that particular language/vocabulary. Third, teachers may add to what is in the book. If the lesson is rather boring, too controlled, or it gives no chance for students to use what they are learning in a personal kind of way, the teacher may want to add activities or exercises which extend the students' engagement with the language or topic. Addition is a good option of alternatives since it uses the textbook's strengths but marries them with the teachers' own skills and perceptions to the class. The last option, teachers may adapt what is in the book. If the reading text in the textbook is dealt with in a boring or uncreative way, if an invitation sequence is too predictable or if the teacher simply wants to deal with the material his or her way, he or she can adapt the lesson, using the same basic material, but doing it in his or her own style.

Harmer (1998) concluded that using textbook creatively is one of the premier teaching skills. However good the material is, most experienced teachers do not go through it word for word. Instead, they use the best bits, add to some exercises and add others. Sometimes, they replace textbook material with their own ideas – ideas from other teachers and books – and occasionally they may omit the textbook lesson completely.

According to Harmer (1998), textbooks have many advantages for teachers. Textbooks have a consistent syllabus and vocabulary will have been chosen with care. Good textbooks have a range of reading and listening material and workbooks, for example, to back them up. They have dependable teaching sequences, and they offer teachers something to fall back on when they run out of ideas. In the end, it is

precisely because not everything in the textbook is wonderful and because teachers want to bring their own personality to the teaching task, it makes addition, adaptation, and, replacement so important to the teaching situation. When the teachers' own creativity really comes into play, that is when dialogue between teachers and the textbook really works for the benefits of the students.

Richards (2015) added that the textbook adaptation may take a variety of forms. The variety are:

1. **Modifying content,** in case the content does not suit the target learners, perhaps because of factors related to the learners' age, gender, social class, occupation, religion or cultural background.
2. **Adding or deleting content**, in the situation whether the book may contain too much or too little for the program.
3. **Reorganizing content**, when a teacher may decide to reorganize the syllabus of the book, and arrange the units in what she considers a more suitable order. Or within a unit the teacher may decide not to follow the sequence of activities in the unit but to reorder them for a particular reason.
4. **Addressing omissions**, when the text may omit items that the teacher feels are important. For example a teacher may add vocabulary activities or grammar activities to a unit.
5. **Modifying tasks.** Exercises and activities may need to be changed to give them an additional focus. For example a listening activity that focuses only on listening for information is adapted so that students listen a second or third time for a different purpose. Or an activity may be extended to provide opportunities for more personalized practice.
6. **Extending tasks.** Exercises may contain insufficient practice and additional practice tasks may need to be added.

2.4 Method in Teaching English

Paula (2008) in Afriana (2017) stated that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. So, method is a procedure, technique in teaching learning process based on the selected approach. The originators of method have arrived at decision about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization.

There are some methods that usually use in teaching English as Foreign Language according to Richard and Rodgers (2002):

a. The Grammar Translation Method

Typically, grammar translation methods did exactly what they said. Students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language back to the students` first language. A number of features of the Grammar translation method are worth commenting on. In the first place, language was treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts. Secondly, there was little if any consideration of the spoken language. And thirdly, accuracy was considered to be necessity.

The principal characteristics of the Grammar Translation method were these:

1) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from foreign language study.
2) Reading and writing are the major focus, little or no systematic attention is paid to speaking or listening

3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization
4) The sentence is the basic unit of teaching and language practice.
5) Accuracy is emphasized.

b. The Direct Method

Direct method is the product movement of grammar translation method. Direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students` native language (Diller, 1978). In direct method there is a rule that translation not allowed.

The followings are some principles and procedure of direct method:

1) Classroom instruction was conducted exclusively in the target language
2) Only everyday vocabulary and sentences were taught.
3) Oral communication skills were built up.
4) Grammar was taught inductively
5) New teaching points were introduced orally.
6) Concrete vocabulary was taught through demonstration, objects, and picture; abstract vocabulary was taught by association of ideas.
7) Both, speech and listening comprehension were taught.
8) Correct pronunciation and grammar were emphasized.

c. The Audiolingual Method

In audio-lingual method the language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Patterns practice was a basic classroom technique. “it is these basic patterns that constitute the learner`s task. They require drill, and more drill, and only enough vocabulary

to make such drills possible" (Hockett, 1959). In practice this means that the focus in the early stages is on oral skills.

According to Brooks (1964) there are the procedures of audio-lingual method that can be adopted for the teacher:

1) The modeling of all learning by the teacher
2) The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned
3) The early and continued training of the ear and tongue without recourse to graphic symbols.
4) The learning of structure through the practice of patterns of sound, order, and form, rather than by explanation
5) The minimizing of vocabulary until all common structures has been learned.
6) Practice in translation only as a literary exercise at an advanced level.

2.5 Previous Study

In this point, researcher considers some previous studies which had conducted related to this topic. They are:

1. The first study was a collaborative research by Qomariyah and Khasanah (2023) entitled: "The Application of Cambridge Curriculum in English as Second Language Teaching Learning at Secondary School".

This purpose of this study was to know the teaching and learning process with Cambridge curriculum for English subject by the position of this subject as second language teaching learning at Pelita Hati secondary school. The researchers of this study composed several questions as the focus of the problem, they are: (1) why does this school implement Cambridge curriculum, (2) what are the concepts of its

implementation, and (3) how is the implementation of this curriculum in English subject as a second language teaching learning.

This study used qualitative approach with case study design. Researchers selected the participants of the study through purposive sampling with several criteria: (1) participants who comprehend the various school policies, (2) participants who understand about the implementation of the curriculum, and, (3) participants who experience the teaching and learning with Cambridge approach. Researchers collected the data for this study through observation, interview, and document review. Then, researchers analyzed the data by the steps of condensations, data display, drawing the conclusions from Miles and Huberman (2014).

The findings showed that this secondary school implement Cambridge curriculum to provide encouragement for school's vision and mission of their bilingual system, to support the school services to realize the learner's attributes, and, to provide training for teachers. The concepts of Cambridge curriculum in this secondary school consist of several components such as the objective, the content, the process, and the evaluation. The implementation of this curriculum in the secondary school includes: (1) Planning step by conducting meetings for English teachers to make the preparation of learning for one academic year that involves understanding the learning resources, teachers training activity, and, creating the lesson plan. (2) Learning activity in the classroom using the Cambridge material, method and media. (3) The evaluation includes placement test, classroom assessment, and, achievement tests.

2. The second study is a study by Islam and Fajaria (2022), entitled: ”Cambridge curriculum implementation at SMP Madina Islamic school”.

The objectives of this study were: 1) to explore the reason of this secondary school implemented the Cambridge curriculum, 2) to elaborate the Cambridge curriculum concept used at this school, 3) to describe its implementation, and, 4) to elaborate factors that contribute to the implementation.

This research is qualitative descriptive research with case study design. The instruments used by the researchers were structured interviewed, observation checklist, and curriculum document. The participants of this study were school's curriculum sector vice principal and English teachers. Then, the data analyzing process was done by qualitative approach to focus on the inductive process.

The study found that the secondary school has applied Cambridge Curriculum because the owner wants to make this school become an international school. The concepts of Cambridge curriculum in this school involves the learning objectives, the content or material used for the learning process, and, the evaluation for students’ improvement.

The Cambridge curriculum implementation at this Islamic secondary school includes planning, implementation, and evaluation. The planning steps includes the understanding of English language competence and creating the syllabus and lesson plans according to the framework from Curriculum 2013. The curriculum implementation includes learning activities in class which uses material from Cambridge book, teacher’s strategy or method in the learning process to adapt the

material, and, providing feedback at the end of the lesson to assess the students' understanding. School administers two types of Cambridge exams: the Primary Development Test and the Check Point Test. Last, several factors that supported the implementation of the Cambridge curriculum at the Islamic secondary school are: the funding, extracurricular activities, and parental participation.

3. The third study is a research by Najah and Setiati (2020), entitled: ”Implementation of Cambridge International Curriculum in Biology Learning and its Impact on Critical Thinking Skills of Students in Semesta Senior High School”.

The objectives of this study are: (1) to explore the implementation of Biology Cambridge International Curriculum in Semesta Senior High School and (2) to investigate the impact of the implementation of Biology Cambridge International Curriculum in this school on students' critical thinking.

This study was designed as a descriptive qualitative study, using the case study method in which the researcher explored the management of Cambridge International Curriculum Biology in Semesta Senior High School and investigated its impact on students critical thinking skills. The participants for this study were the Curriculum Coordinator, a biology teacher, and two female classes. Researchers involved both female classes because they had known and adapted to the environment and policies in the school for one year, and they had passed the matriculation period carried out in the first year of entering school. Also, they can give more information and more precise results related to this study than male classes.

This study employed qualitative analysis (deductive coding) by creating themes and codes, identifying patterns and connections of the data obtained through interviews, school and classroom observations, and documents to seek information related to the implementation of the curriculum.

The finding of the study showed that Cambridge International Curriculum Biology in Semesta High School was highly implemented and well managed by this school showed by the quality of provided features, annual plan content, and the methodology of teaching-learning activities. This excellent implementation of Cambridge International Curriculum in Semesta High School had a great impact on students' critical thinking skills showed by high results on critical thinking questionnaire, students interview results and learning activities observations.

4. The next study is a case study by Yudha (2016) entitled: "The implementation of Cambridge curriculum in SD Laboratorium Universitas Negeri Malang".

Researcher was interested in doing this research with several purposes: (1) to understand the reason why SD Laboratorium Universitas Negeri Malang used Cambridge curriculum. (2) to understand about the concept of Cambridge curriculum in this elementary school. (3) to understand about the implementation of Cambridge curriculum in this elementary school. (4) to understand about the factors that support the implementation.

This research was expected to be considered for advancement for school programs, especially in the implementation of the curriculum in order to realize its vision and mission. This study was also expected to be motivation to further

improve the quality of the curriculum in the school and improve the curriculum management system so that the outcomes obtained in accordance with the needs and desires.

The subjects of this research are the people who are involved in the implementation of the Cambridge curriculum, the people who really know, experience and understand the activities and events that occurred at the school. Data were obtained through interview and documentation. The findings of the study showed that the reason of the implementation Cambridge curriculum in this elementary school is to be international school to prepare good quality society in this era. The concept of the Cambridge curriculum in this school includes the objectives, contents, methods and evaluation. Cambridge curriculum implementation includes planning, implementation and evaluation. The factors which support the implementation of the Cambridge curriculum in this school are fund factors, extra activities and participation of the parents. While the obstacle for the implementation of the Cambridge curriculum is follow-up supervision.

5. Researcher reviews the study from Afriana (2017) entitled: "A study on the application of Cambridge curriculum in EFL instruction at the fifth grade students of SD Zumrotus Salamah Tawangsari Tulungagung in academic year 2016/2017."

The objectives of the research are: (1) to describe the methods used by the teacher in teaching English and the application of teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawangsari, (2) to describe the

media used by the teacher in teaching English using Cambridge curriculum the school, (3) to describe the instructional material used by the teacher in teaching English using Cambridge curriculum, and, (4) to describe about the evaluations technique applied in teaching English with Cambridge Curriculum.

The research design of the study with qualitative approach. This study is intended to describe about the teaching EFL that is implemented in Cambridge Curriculum. The researcher selected data from the interview and observation as the instruments. The findings showed that the material used in teaching English using Cambridge curriculum was non-fiction text about the cross culture of the countries in the world. SD Zumrotus Salamah Tawangsari used visual media. The methods used by the English teacher were direct method, grammar translation method, and audio-lingual method. And evaluation technique used by the teacher was formative assessment that was the teacher always gives question related with the material, Summative assessment in the form of Center Progression test (CPT), International Progression Test (IPT), and Cambridge Check Point.

6. A case study by Jannah (2019) entitled: "Teachers' Perception on the Use of English Textbook in Teaching English"

The aims of this research are to investigate the teachers' opinion of the textbook application and find out the teachers' obstacles in selecting and adapting the English textbook in EFL classroom. This research implemented qualitative descriptive approach in gaining the data, by using interview and observation. The data was analyzed descriptively. The respondent of this research was three English

teachers who taught in each grade of the students' level at MAN 3 Kota Banda Aceh. They were interviewed using some questions related to their thought of the English textbook used.

The results showed that the textbook was able to accomplish the learning targets, but it takes the teachers' effort in planning the students' activity in learning English due to the students' problem in English comprehension. On other hand, the teachers agreed that the textbook was already suitable to use in teaching English. It was referred to the curriculum, syllabus, and the students' need. The textbook content was precise and recently updated. Thus, the teachers believed that the textbook gives a great support for the teaching learning process. In choosing the appropriate textbook, the teachers' problem was regulating the textbook content to the curriculum and students' environment. In applying the textbook, the problems faced by the teachers were the students' ability in learning English, textbook inadequacy, and the students' educational background.

7. The last, a qualitative research by Suhartono (2014) entitled: "The Utilization of Textbooks for Teaching English to the First Grade of Elementary School in SDN 2 Tanjung, Kedamean, Gresik"

This study aims to know how the English teachers utilize the textbooks for teaching English at the first grade of elementary. The design of the research was qualitative descriptive research. The researcher used observation sheets and interview in collecting the data. the result of the study showed that the teacher utilized the textbook following the material order as presented by the publisher. The

learning process was textual based using the textbook as the source of materials and exercises. As the book attached the Standard Competences and Basic Competences, and contained pictures, texts, and exercises, the textbook was trustful because it was judged as a complete textbook for students' learning.

From these previous studies, researcher has found that the five studies are relevant with the study about the implementation of Cambridge curriculum in teaching of English at Islamic high school in Jambi. The aim of this study is to explore the teaching of English using Cambridge curriculum-based textbook at an Islamic high school in Jambi in order to improve the quality of the implementation. However, this study is the first study for schools in Jambi. This study focuses on exploring the teaching English from plan, process, and assessment, as well as the supporting and inhibiting factors to its implementation.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, researcher presents the research methodology: research design, participants, the data collection technique, the research instrument, and the data analysis technique.

3.1 Research Design

The design of this study is qualitative research with case study approach. Creswell (2012) defines qualitative research as the research which has the focus on the understanding of social phenomena from the perspective of human participants in natural settings. Creswell (2012) emphasized that the intention of qualitative research is to establish the detailed meaning of information rather than to generalize the results and standardize the responses from all participants in research. Then, he added that case study is about "a point of interest" which contained the uniqueness of topic or case. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2013).

The researcher of this study interested to discuss the topic about the implementation of Cambridge curriculum-based textbook in teaching of English at an Islamic high school in Jambi. Researcher explored the phenomenon of using textbook from Cambridge curriculum in English teaching by the school.

3.2 Participants

The study takes place at an Islamic high school in Jambi. This school has implemented Cambridge curriculum for English subject in 2020. The participants are two English teachers at an Islamic high school in Jambi. Researcher chose the participants because they understand and have massive role in the implementation as they teach English using Cambridge curriculum-based textbook.

Researcher selected the sites and participants by purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are "information rich" (Patton, 1990) in (Creswell, 2012). In purposeful qualitative sampling, researcher selected the people or sites who best help to understand the phenomenon in order to develop a detailed understanding with several criteria: (1) that might provide useful information, (2) that might help people learn about the phenomenon, and, (3) that might give voice to silenced people.

Participants' Demography

Teacher 1

Age	: 22 years old.
Education	: S-1 Pendidikan Bahasa Inggris from UIN STS Jambi, 2023
Experience	: an English teacher in Islamic High School in Jambi Province since September.

Teacher 2

Age	: 28 years old.
Education	: Magister Pendidikan Kimia.
Experience	: an English teacher in Islamic High School in Jambi Province since 2022

3.3 Research Procedure

In this qualitative research, there are five steps in the process of collecting qualitative data: identify participants and sites, gain access, determine the types of data to collect, develop data collection forms, and administer the process in an ethical manner (Creswell, 2012).

In this research, researcher followed the steps from (Creswell, 2012) which is started with identify the participants and sites on purposeful sampling, based on places and people that can best help to understand the central phenomenon. Then, researcher gained permissions with greater access to begin the study. After that, the approach relied on interviews and data analysis. Researcher collected data with a few open-ended questions that researcher designed. Next, researcher recorded the information supplied by the participants. Finally, researcher followed these procedures with sensitivity to the challenges and ethical issues of gathering information face-to-face.

3.4 Data Collection Techniques

The technique for data collection in this study is qualitative technique. Researcher collected the data through interview and document review. Creswell (2012) stated that the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

3.4.1 Interview

Data collection techniques in this research involves interview as the researcher wanted to explore the information from the respondents deeper. The interview happened as the researcher and respondents performed an interactive question and answer session.

1. **One-on-One Interview**

A popular approach in educational research, the one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably (Creswell, 2018).

2. **Telephone Interview**

It may not be possible for you to gather groups of individuals for an interview or to visit one-on-one with single individuals. The participants in a study may be geographically dispersed and unable to come to a central location for an interview. Conducting a telephone interview is the process of gathering data using the telephone and asking a small number of general questions. A telephone interview requires that the researcher use a telephone adapter that plugs into both the phone and a tape recorder for a clear recording of the interview (Creswell, 2018).

3. **Semi Structured interview**

Semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question

defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Mathers, et.al., 2002).

In this research, a semi-structured interview was conducted based on questions that have been arranged and planned. But some questions were still be developed when was interview was conducted to reveal in depth discussion.

The first interview process was conducted in Thursday, December 14th, 2023. The interview process took 35 minutes 12 seconds. Before the interview, researcher gained access of permission by contacting the respondents via message to ask them if they were willing to be this research participants. Then, researcher visited the school and then meeting the respondents. After that, researcher explained the objectives of this study to the respondents as well as the aspects of discussion. Researcher gave the participant consent forms to the interviewee as they agreed to participate in this study with terms of conditions. In this first interview, both of participants were present, even though only the first respondent could finish the interview session with the researcher.

The second participant had to delay the interview due to the limited time as she needed to do another duty. The second interview was conducted on December 17th, 2023 through voice call and being recorded. This second interview took 9 minutes 28 seconds. Finally, researcher recorded their responses and write the result of the interview in the transcription. The interview was applied using Bahasa Indonesia, but researcher translated it into English in the transcriptions.

3.4.2 Document review

Creswell (2018) explained that a valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study and can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data.

Document review is a process of analyzing the related documents for the study. The related documents for this research are English teaching module and Cambridge teachers' book. Then, researcher add the document to the review, that is a form of written summative test as the assessment for students' achievement in the end of the first semester.

3.5 Data Collection Instruments

The qualitative data in this research are collected through face-to-face interview and document review. The interview is intended to collect the data from the participant of the research about the English teaching process at class to explore the implementation of teaching of English using Cambridge curriculum-based textbook at an Islamic high school in Jambi. Researcher reviewed documents that

are related to the topic, they are: English teaching module and Cambridge teachers' book.

Researcher made the questions for the interview based on the steps of teaching and learning implementation in English teaching and according to previous studies. The further questions asked the information about supporting and inhibiting factors to its implementation to support the improvement on the realization of Cambridge curriculum-based textbook.

Table 3. Specifications (topics) for interview

No.	English teaching with Cambridge curriculum-based textbook
1.	Teaching and Learning Plan
	How teachers conduct the planning stage
2.	Teaching and Learning Process
	How teacher implement the teaching and learning process at classroom
3.	Teaching and Learning Evaluation
	How teachers assess students' ability.
4.	Supporting factors
5.	Inhibiting factors

Source: Adapted from previous studies

3.6 Data Analysis Techniques

Data analysis as (Miles and Huberman, 1984) in (Sugiyono, 2016) explains that in qualitative research should be done interactively among the three activities and occurs continuity until achieve the completeness. They add that data analysis in qualitative should be done interactively among the three activities and occurs continuity until achieve the completeness. The analysis process in this research was carried out in four stages, namely:

1. Data Collection

Data obtained from interviews and documents review are recorded in field notes which consist of two parts, namely descriptive and reflective. Descriptive notes are natural notes (notes about what the researcher sees, hears, witnesses and experiences himself without any opinions, interpretations or researchers regarding the phenomena experienced. Reflective notes are notes that contain the researcher's impressions, comments, opinions and interpretations about the findings found, and are material for data collection plans for the next stage.

2. Data Reduction

The process of data reductions includes selecting the data that have been written in observation sheet or transcription, focusing the key data, simplifying the data, abstracting the data, and, transforming them into research findings that can answer the research problem.

3. Data display

In this research, the data were displayed consist of the information about the planning, teaching learning process, and evaluation technique implemented by English teachers of Islamic high school in Jambi.

4. Conclusion

Researcher draws the conclusion by making good statements and offering clear data. The conclusion revealed the planning, teaching learning process, and evaluation technique implemented by English teachers of Islamic high school in Jambi.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher presents the data with the descriptions of analyzing. Researcher divided the findings into categories which are related to the research questions. Then, further discussion is written as the researcher summarizes the phenomena found in the process of collecting and analyzing the data.

4.1 Findings

Researcher presents the findings from the interview of the English teacher of tenth grade at an Islamic high school in Jambi province and document analysis.

4.1.1. The implementation of teaching of English using Cambridge curriculum-based textbook at an Islamic high school in Jambi Province

The implementations of Cambridge curriculum-based textbook in English teaching started from how teacher plans the teaching, applies the teaching process, and evaluate the learning.

1. Planning

Curriculum developer supports school with syllabus, learning framework, books, audio, and evaluation. In regards to the learning plan made by the English teachers in Islamic high school in Jambi, they customized these learning attributes to the class. However, as the national curriculum implemented in this schools, teachers as educators need to compose the lesson plan with the new curriculum format, Merdeka curriculum. Teachers need to deliver the description of learning

outcomes and activities from the English textbook to be presented in the form of teaching modules in Merdeka curriculum.

Teacher has designed a teaching module that is in accordance with Fase E (Grade X) targeted competencies or learning outcomes (CP) from Merdeka curriculum. In this case, the documentation of teaching module researcher had from teacher has adapted the learning outcomes for reading and viewing element as follow:

> "By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts".

English teachers of Islamic high school in Jambi created a teaching module uses material from Cambridge textbook and in accordance with the Fase E learning outcomes (CP) of English subject. The example of English learning outcome in teaching module as the teacher has made is as the table 4 presented.

Table 4.1 Learning outcomes in teaching module of Islamic high school in Jambi

Domain konten	Membaca dan Memirsa (Reading and Viewing)
Tujuan Pembelajaran	**READING AND VIEWING** 10. B.3 Menganalisis dan menangkap makna struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (*descriptive*) secara kritis, kreatif dan jujur terkait topik karakteristik dari negara jepang
Konten Utama	Teks Deskriptif
Pertanyaan inti	What do you think about Japan?
	What are the characteristics of Japan? Think of characteristics of place/food of Japan. Why do you think that? and describe it!

Source: Islamic high school teacher's module

2. Teaching and learning process

Teacher is the main pillar in the process of curriculum implementation. Teacher can use the methods of teaching according to students' characteristics. Islamic high school in Jambi Province has variety of students with different characteristics.

Teacher believed that students in the tenth grade who are new to the curriculum need different treatment in the classroom activity. As the teacher said how they start the learning activity:

> According to the textbook, the learning activity started with students' observation through the material. For example, in learning grammar, they are presented to kinds of sentences and analyze the pattern of the language. So, the language grammatical pattern does not come first. (Teacher 2)

In line with the starting activity by teacher 2, the similar way of introducing material is used by the teacher 1 as follow:

> In listening skills, I present them the audio from native speaker. They learn how the right way to pronounce the words. Then they are asked to speak the language as the training. Here, they speak the words as they can as possible. In writing, I follow how the textbook present. (Teacher 1)

The teacher' response explained that teachers follow the procedure of teaching English by the textbook. But the teachers also said that the class cannot be as monotonous as the textbook since students' ability in accepting the knowledge is not good enough as expected. The teacher added the reason as she said:

> Because I concern to how students will accept it well or not. Not all steps are appropriate for them. For example, in listening skill according to the textbook, they listen to some audio and then do the test. But it is difficult for them to do so, then I replay the audio two or three times. They absolutely need time to process the language, so I ask them to take a note about some information, then they do the test. (Teacher 1)

The statement above showed that teachers adjust the learning activity to their students' needs. This explanation is supported by the comparison between learning activities in teaching modules and learning activities in Cambridge teachers' book. The comparing evaluates that the activities from what teachers do at class and what have given in the Cambridge textbook are different. It concludes that teachers do not always follow the learning procedure in the textbook.

Most of Islamic high school students have lack of background knowledge about the information in the textbook. According to (Kharimah, et.al., 2023), their study explained that in order for the introduction of contextual learning methods to be successful, the teacher must have a strategy that is appropriate to the teaching conditions.

One of them is by inviting students to places that are close to understanding the material, for example, the school environment, library, etc. In addition, teachers can use technology to support an interesting English learning process, so that students learn English enthusiastically.

As the teacher said in the interview about the availability of multimedia facility to support the learning process.

> This curriculum completed the textbook with audio-visual supporting material. I present them the video about the material, so they can understand better. (Teacher 2)

Sometimes, teachers find the obstacle in the teaching and learning process due to the students' background knowledge about the material from the textbook.

Islamic high school in Jambi Province has implemented Cambridge curriculum with B1 level 4 for grade ten students.

The content of the material presented in the textbook is different with national curriculum. Students in this school is really the beginner of Cambridge curriculum program. The level of difficulty in the language focus or skills in the textbook is higher than national curriculum. The vocabulary used in the textbook are mostly in British pattern as well as the pronunciation or spelling from the audio material which is in British accent. Then, informative text in the textbook is also about the culture of British and how foreign people live.

As the effort to answer such problems, teachers' strategy are: slowly teaching them according to their ability, teachers train more about the pronunciation of British pattern, and telling more information about foreign culture by some media.

> In my understanding, the language skills in the textbook is several level above in the national one. In Indonesia, the skills are in the next level, but Cambridge use them as the basic knowledge. British accent in the language makes me to learn more and students need more time to be familiar with. Then, Culture of British or foreign, for example, kinds of sport. Some sports do not exist in Indonesia. So, I need to show them some videos about the sports and explain more. (Teacher 1)

The finding shows that teachers applied strategy in managing the class because students tend to wonder the foreign knowledge as the teacher is the source of the information. Differentiation in the knowledge and culture indeed challenge teachers and students to learn the language skills.

The implementation of one discussion in one unit as stated in the teaching framework in the textbook needs to be completed in one meeting. However, the realization in the classroom shows the opposite as the teacher explained below:

> One learning that must be completed in one meeting cannot be realized since students' ability is mostly low in accepting the knowledge. So, I selected which content to be taught due to the limited time. (Teacher 1)

Students of Islamic high school need more time to finish the chapter. Teachers selected the material in the textbook to be presented as they know the students' capacity in understanding the knowledge. This strategy is as the effort to cover up all the material. As researcher reviewed the textbook that there is such a repetition in some chapters in the textbook. Grammatical pattern is one of material with repetition in another chapter as the deepen process of teaching.

3. Assessment

Evaluation process in the curriculum implementation is the steps where teachers do the assessment of students' improvement in language skills according to the term of learning time. The assessment includes the assessment in the end of the class as the formative test and semester assessment as the summative evaluation. Students' understanding be assessed by teacher by seeing how active they are in the classroom. Teacher facilitates students to be engaged in the learning process and assume that students' responses show their comprehension to the knowledge.

> I evaluate students according to their activeness as they speak in British accent, for example, as for describing or speaking, they use British accent, because that is the demand of the curriculum. (Teacher 1)

The summative evaluation by the end of the semester divided into two: practice test and written test. Teachers' self-made assessment as they reviewed the material that have been delivered to the students to assess how far students comprehend the material. Teachers of English in Islamic high school stated as follow:

> I assess the students in my own way because it is in regard to the material that have been taught. (Teacher 1)

The statement above showed that the teachers do not follow the evaluation procedure in the textbook as they assumed that they know the aspects to be assessed according to the learning process.

4.1.2. The facilitating factors in its implementation

Successful curriculum implementation is supported by many aspects. Here, researcher found the facilitating factors of Cambridge curriculum-based textbook implementation from the interview session with English teachers at Islamic high school in Jambi Province.

1. Additional school activity

School holds additional activity as the supportive program for Cambridge curriculum. As for the example, in the recent time, school held Super English camp where students need to speak in English all day long for two days.

> for example: there was English and Arabic camp in the latest activity a couple of times ago. In this activity, they spoke in English completely for two days and one night, and they were obligated to speak in English according to Cambridge. (Teacher 2)

The additional school activity as the respondent answered show that school organized one program in the end of the semester to facilitate the Cambridge curriculum-based textbook implementation for English learning.

2. Morning activity

Morning activity program as stated in annual Cambridge curriculum planning document, school facilitates morning activity like memorizing vocabulary before starting the class (Islamic High School, 2020). All students gather in group (group of each class) then lead by their teachers or friends in shift to pronounce and memorize the daily vocabulary determined by the English teachers.

> If it is for morning activity, as this activity where we give students the vocabulary, conversation, authomatically, it is the supporting factor.
> (Teacher 1)

School have organized the intra-curricular activity which support the learning of English with Cambridge curriculum-based textbook. This activity enables teachers to deliver material in the textbook aside from the classroom situation.

3. Create English environment

Researcher found that all teachers in this Islamic high school wear pin on their uniform. The interviewee of this study said that the institution distributes pin for teachers as the sign for them to speak in Arabic or English based on the type of pin they get.

> This pin is for teachers, specially. Because the director of this foundation thinks that if the teachers speak in English, so students will try to speak in English. (Teacher 1)

English pin used by all teachers to speak in English to each other. This method is expected to support the successful Cambridge curriculum-based textbook implementation.

4.1.3. The inhibiting factors in its implementation

The implementation of the Cambridge curriculum in teaching English for grade ten students in Islamic high school in Jambi Province meets several struggles that inhibit the program. Researcher concludes the inhibiting factors from teachers' responses in the interview as follow:

1. Non-existence of native speaker

Human native speaker is needed for reference as the textbook contains of British pronunciation of the vocabulary. Teachers believed that this factor is important since they have to learn how to spell the words first before teaching the students.

> students need to listen to native speaker, so they understand how is the real accent, while all teachers in this school are Indonesian and they tend to speak with American accent. So, speaking in English with American is being delivered and they are a bit difficult to get used to this. (Teacher 1)

The interviewee explained that most teachers in the Islamic high school speak in English with American accent that is not in accordance to the textbook material which emphasizes to the accent of British. This condition is not suitable to the demand of the textbook material.

2. Overloaded assignment

World class institution as the school vision for 2025 and Islamic characterization of this school made them to implement two international curriculums: Azhari curriculum and Cambridge curriculum. Azhari curriculum as the second mostly used in several learning subjects influence students' focus as it gives massive learning loads. In the other hand, Cambridge curriculum solely for English subject has limited room as implemented twice a week for each class. In total, this school have three different curriculums: national curriculum (K-13 for grade 11 and 12, and Merdeka curriculum for grade 10), Azhari curriculum, and Cambridge curriculum.

> Because many of demands are being asked to the students, they are having their focus to be divided, that they must focus to Cambridge or Azhari, but they also focus on everything, started from school activity, event, limited time in learning. (Teacher 1)

Teacher said that students' focus is affected by school activity outside of the classroom. The school activity takes away the intensive learning times. These school activities involve teachers and students in participation reduces learning time at class.

3. Unsupportive to the program

Program with unorganized in the implementation affects the successful planning. There is no reward and punishment for teacher and students who speak or do not speak in English. Other teachers will speak in English to one another if

there is the students' existence in the certain environment. They will not speak in English if there is no student around.

> If there are some students, in certain time and location, speak in English, there are people who are being ignorant to the program and do not want to speak in English, including teachers themselves. (Teacher 2)

Then, the teacher added that not all teachers speak in English, eventhough they wear the English pin.

> Maybe if the students are not around, there some teachers speak to me in English, and some do not. (Teacher 1)

Both respondents expressed that other teachers whose teaching subjects are not English were not being supportive to the implementation of Cambridge curriculum-based textbook.

4. Limited learning facility

School actually facilitates the media of learning such as audio speaker and visual projector to support the learning. However, these instruments are not available for all classes. As the impact, teachers need to carry them around and re-prepare for each class. This step takes more time in preparation and reduce the intensive learning hour.

> Actually, facility did support. The facility is available, be provided, any facility to teach. But, it is about the time, again. The time is limited. Let's say two hours of learning time they learn Cambridge, it is not presenting the material yet, only for preparing the stuff or equipment for that material, it takes much time. (Teacher 1)

The learning facility that is supposed to support the presentation of the material in the teaching process cannot be fulfilled completely by the school.

4.2 Discussion

In the result of the findings, this research gives several discussions as researcher review below:

4.2.1 The implementation of teaching of English using Cambridge curriculum-based textbook

1. Teachers created a teaching module

Teachers of English did not follow the teaching and learning procedure according to the Cambridge teachers' book. Teachers made the lesson plan in form of teaching module that is in accordance with national curriculum. As stated in Cambridge International Website (2017), schools do not have any responsibility in designing the curriculum and the teaching document because the Cambridge Curriculum affairs have provided the teaching document included the lesson plan.

The result of this study is in line with previous study by Qomariyah and Khasanah (2023), which in the planning stage of the implementation, English teachers conducted meetings to make the preparation of learning for one academic year that includes the process of creating the lesson plan. The study by Fajaria (2022) also showed that school made lesson plan that is in accordance with national curriculum, in this case, K-13.

In this case, teachers of English at Islamic high school in Jambi have created a teaching module that is in line with Merdeka curriculum. Teachers put the learning

outcome from national curriculum in the teaching module form, then find the reading material from Cambridge textbook that can meet the language competencies needed for the learning (see appendix: teaching module).

2. Teaching methods and learning activities

Teachers did one of four alternatives suggestion from Grant (1987), that is the teachers omitted the lesson where she was developing a kind of 'pick and choose' approach to what's in front of them. Teacher of Islamic high school selected which unit from the textbook that need to be taught due to the limited learning time.

In the other hand, Richards (2015) explained that in the textbook adaptation, there some activities teachers can choose. One of the activities is modifying tasks where exercises and activities may need to be changed to give them an additional focus. For example a listening activity that focuses only on listening for information is adapted so that students listen a second or third time for a different purpose. Or an activity may be extended to provide opportunities for more personalized practice. English teacher of Islamic high school in Jambi modified the learning activity because students might be difficult to follow if the learning was only according to the textbook.

A research by Afriana (2017) found that in the implementation stage, teacher of English uses several methods in teaching process. One of the methods is audio-lingual method. According to Richard and Rodgers (2002), they said that in audio-lingual method, the language is taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Teachers of English at

Islamic high school in Jambi presented the audio of material from Cambridge textbook in order to teach the students about the pronunciation. Teachers emphasize to the students' pronunciation as they always get input of the language in audio tape.

In addition, teachers' responses showed that they have applied learning activities which are explained in Cambridge International Website (2017). These activities are whole-class instruction and individual learning activities. All students in the classroom were presented the material in one time and were instructed to follow the learning steps together. Then, they were asked to practice individually to test their ability. The teaching module (see appendix) created by teacher presented that the teacher also implemented a group discussion activity in the teaching and learning process.

3. Teachers' self-made assessment

Previous studies that related to this research show that schools implement the progressive and achievement test provided by Cambridge curriculum developer. Cambridge international curriculum program for intermediate level (senior high school) provide kinds of achievement test. Cambridge assessment for intermediate and upper intermediate level (B1 & B2), the achievement tests that are being provided by Cambridge curriculum are Cambridge IGCSE and Cambridge O Levels.

However, teachers of English at Islamic high school in Jambi created the assessment for achievement test as they designed the written test for the first semester evaluation. (see appendix: first semester written test). Moreover, this

Islamic school organized an activity “super camp” as the practice test to assess students’ speaking skills.

4.2.2 Facilitating factors

According to their book, Ornstein & Hunskin (2018), it is stated that successful curriculum implementation results from careful planning, which focuses on three factors: people, programs, and processes. Educators must get people to change some of their habits and views, focusing on the new program provides people with new ways to meet the objectives of the school’s programs, and, organizational processes are also important.

The implementation of teaching of English using Cambridge curriculum-based textbook at Islamic high school in Jambi has several supporting factors that included in the factors of school’ program. The program that supports are: additional school activity (outside learning time), morning activities (intra-curricular), and, create English school environment with English pin. Another program is a three months program as the introduction phase for grade 10 students who just enter the school.

4.2.3 Inhibiting factors

Ornstein & Hunskin (2018) add that many school districts failed to implement their programs because they ignored the people factor and spent time and money modifying only the program or process. School needs to concern more about people

factor to get the successful implementation of the program. English teachers are not only the focus, since other teachers also need to cooperate to run the program.

David et.al (2010) also explain that without adequate financial support, new curricula fail. When federal funds were flowing, many school districts adopted innovations but failed to allocate funding to these innovations in their regular school budgets.

The teachers responded that this school need native speaker to be invited and also need to enrich the school facility to be there in every class. Financial support as the school needed to complete the learning requirements in order to improve the implementation process.

4.3.Triangulation

Oslen (2004) defined triangulation in social science as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study. The mixing of methodologies, for example: mixing the use of survey data with interviews, is a more profound form of triangulation. Triangulation is a method used to increase the credibility and validity of research findings.

Joppe (2000) in Noble and Heale (2019) added that triangulation, by combining theories, methods or observers in a research study, can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome. Triangulation is also an effort to help explore and explain complex

human behavior using a variety of methods to offer a more balanced explanation to readers.

In this study, researcher used two kinds of triangulation: triangulation by the technique of collecting the data and triangulation by sources of respondents. Researcher collected the data through interview and review the related document. In addition, researcher interviewed two English teachers of Islamic high school in Jambi Province. The triangulation process for both data collection technique and sources are described into themes.

Table 4.2 Triangulation by technique of data collection

Research questions	Data collection technique	
	Interview	**Teaching module review**
The teaching of English using Cambridge curriculum-based textbook	Teachers use material from the textbook and modify the teaching and learning activity by themselves	Teachers use material from the textbook and create learning activity by themselves
	Whole-class instruction and individual activity	Group discussion
	Teachers created assessment	Teachers created assessment

Table 4.2 showed that the responses from teachers in the interview session are coherence with the result of researcher's review to the related document. Teachers of Islamic high school in Jambi used Cambridge curriculum-based textbook in English teaching as a source of material, then created and modified the learning activities by themselves. The teachers utilized several learning activities such as: whole-class instruction, individual activity, and group discussion. The teachers' action also can be seen from both data collection technique that they

created themselves the assessment technique to evaluate their students' progress and achievement.

Table 4.3 Triangulation by sources of respondents

Research questions	Sources	
	Interviewee 1	**Interviewee 2**
Facilitating factors	Super camp	Super camp
	English pin	English pin
	Morning activity	Iddadut ta'lim
	Iddadut ta'lim	
Inhibiting factors	Non-existence of native speaker	Students' proficiency skills in the early of the academic year.
	Other teachers do not speak in English at school even though they were English pin	Most of teachers view that speaking in English is unimportant and do not want to speak in English at school
	Limited learning facility	

Table 4.3 presented the facilitating and inhibiting factors from both teachers to the use of Cambridge curriculum-based textbook in English teaching. Both respondents expresses that the facilitating factors are the school's program. In the other hand, they described different points for the inhibiting factors. The first interviewee stated several factors that inhibit the implementation of the program are: non-existence of native speaker and the limited learning facility. The second interviewee argued that the inhibiting factors to the program is Students' proficiency skills in the early of the academic year. However, they have similar arguments that non-English teachers in this Islamic high school were not able to be cooperative to the program since they did not want to speak in English at school.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and the suggestion of the study. The conclusion contains the results of the study according to the research questions. The results explain the teaching of English using Cambridge curriculum-based textbook at an Islamic high school in Jambi, the supporting factors, and, the inhibiting factors to the implementation. The suggestion of the study is the researcher recommendation which is in line with the result of the study for the improvement of the implementation of Cambridge curriculum-based textbook for English class.

5.1 Conclusion

The teaching of English using Cambridge curriculum-based textbook in Islamic high school in Jambi did not follow the procedure in the textbook since teachers created teaching module which is in accordance with Merdeka curriculum and modified the learning activity. Teacher's strategy in teaching English is audio-lingual method. Teacher self-made assessment is designed for formative assessment and summative assessment.

The supporting factors for Cambridge curriculum in this Islamic high school are: additional school activity, morning program, and the English environment by English pin used by teachers. Meanwhile, the inhibiting factors are: non-existence of native speaker, unsupportive of the teaching staffs, and the limited learning facility.

5.2 Suggestion

1. For the institution of SMA IT Diniyyah Al Azhar Jambi

I suggest that school to give training and teaching experiences for the teacher to adapt the standard of Cambridge teacher. School has big mission in order to improve the quality of Cambridge curriculum implementation as the professional staffs, well-organized program, learning facility and other factors in consideration to the improvement.

2. For English teachers

I suggest that English teachers need to do self-evaluation as often as possible to assess their self-teaching. Standard of Cambridge Teachers and Teachers' attribute are the preferences in implementing the English class in order to achieve the educational goals of the institution.

3. For researchers

I suggest that the next researchers who want to conduct the same discussion, to add the methods of collecting data such as interviewing the school committee (English coordinator), observing the teaching process at class, and, following the school activity that can support the implementation of Cambridge curriculum.

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APPENDIX

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS JAMBI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Pinang Masak Jalan Raya Jambi – Ma. Bulian, KM. 15, Mendalo Indah, Jambi
Kode Pos. 36361, Telp. (0741)583453 Laman. www.fkip.unja.ac.id Email. fkip@unja.ac.id

Nomor : 4997/UN21.3/PT.01.04/2023 15 Desember 2023
Hal : **Permohonan Izin Penelitian**

Yth. Kepala SMA IT Diniyyah Al Azhar Jambi

Di
Tempat

Dengan hormat,
Dengan ini diberitahukan kepada Saudara, bahwa mahasiswa kami atas nama

Nama	:	**Nurul Hikmah**
NIM	:	**P2A420027**
Program Studi	:	Magister Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa dan Sastra
Dosen Pembimbing Tesis	:	1. Drs. Marzul hidayat, M.A., PH.D. 2. Failasofah, S.S., M.PD., PH.D

akan melaksanakan penelitian guna penyusunan Tesis yang berjudul:
"The Implementation Of Cambridge Curriculum In Teaching Of English At An Islamic High School In Jambi.""

Berkenaan dengan hal tersebut mohon kiranya mahasiswa yang bersangkutan dapat diizinkan melakukan penelitian ditempat yang Saudara pimpin dari tanggal **18-21 Desember 2023**

Demikian atas bantuan dan kerjasamanya di ucapkan terima kasih

Wakil Dekan BAKSI,

Delita Sartika, S.S., M.ITS., Ph.D
NIP 198110232005012002

Participant Cosent Form

Research title : **The Implementation of Cambridge Curriculum in Teaching of English at an Islamic High School In Jambi**

Researcher : **Nurul Hikmah**

I am Rahma. Yuni voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind

I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

I understand that participation involves answering questions about the implementation of Cambridge curriculum in teaching of English.

I understand that I will not benefit directly from participating in this research.

I agree to my interview being audio-recorded.

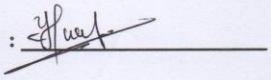
I understand that all information I provide for this study will be treated confidentially.

I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I understand that disguised extracts from my interview may be quoted in the reseacher's thesis.

I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of Participant : 

Name : Rahma Yuni

Date : 18th December 2023

Participant Cosent Form

Research title : **The Implementation of Cambridge Curriculum in Teaching of English at an Islamic High School In Jambi**

Researcher : **Nurul Hikmah**

I'M ELIZA YULIANI voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind

I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

I understand that participation involves answering questions about the implementation of Cambridge curriculum in teaching of English.

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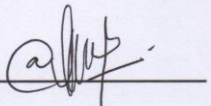
Signature of Participant : 

Name : ELIZA YULIANI, M.Pd

Date : 18 DESEMBER 2023

INTERVIEW

1) Please tell me about yourself (Name, Age, Education Qualifications, Teaching Experience, etc)
2) Please tell me everything you know about the Cambridge curriculum
   - How is it different from our national curriculum? (such as KTSP, K-13, Kurikulum Merdeka (the contents (the skills to teach), method of teaching, assessment, etc
   - What are the specific characteristics of the Cambridge curriculum?
3) Can you tell what is the objective of teaching and learning English at SMA IT Al-Azhar?
4) Why does the school decide to use Cambridge curriculum for English teaching and learning?
5) How do you apply the cambridge curriculum in teaching English to your students?
   - Did you follow the procedures of teaching as suggested in the teacher's book or did you follow your instinct/own way?
   - Why is that?
   - Did you have any training about using Cambridge curriculum?
6) How do you assess your students? Did you follow the procedures in the book or did you assess the students' English ability in your own way? Why?
7) Can you complete teaching all the materials in the cambridge curriculum in time?
8) Has the objective of English teaching been achieved?
9) What are the supporting factors in using the cambridge curriculum in teaching Engliah? Why?
10) What are the inhibiting factors in using the cambridge curriculum in teaching Engliah? Why?

INTERVIEW TRANSCRIPTION

Researcher makes codes for the conversations as the researcher is signed with "R" and the interviewee as "T1" and "T2" (there are two teachers).

Table 1 Interview transcription between researcher and teacher 1 (in Bahasa Indonesia)

R	Assalamualaikum warrahmatullahi wabarakatuh
T1	Waalaikum salam warrahmatullahi wabarakatuh
R	Kita mulai ya bu wawancaranya. Tolong ibu ceritakan nama ibu, usia, kualifikasi pendidikan dan pengalaman mengajar!
T1	Nama saya RY, usia saya 22 tahun. Kualifikasi pendidikan, S1 Pendidikan Bahasa Inggris, Tadris Bahasa Inggris, Universitas SMA IT Negeri Sultan Thaha Saifudin Jambi. Pengalaman mengajar, pernah mengajar di, bukan mengajar, tepatnya hanya mengabdi di Pesantren Modern Al Hidayah Kota Jambi Pal 10, kemudian pernah mengajar di Mts Nur Saadah Kota Jambi, jadi guru Bahasa Inggris juga, dan menetap di, ngajar Bahasa Inggris di SMA IT di Jambi
R	Oke, jadi ibu lulusan?
T1	Lulusan S1 Pendidikan Bahasa Inggris, UIN Jambi
R	Tahun?
T1	2023
R	Oke. Sudah berapa lama ibu di sini?
T1	Kurang lebih tiga bulanan ya
R	Oke, kita lanjut bu ya. Ibu, tolong dijelaskan dong kurikulum Cambridge itu gimana sih?
T1	Oke, setahu saya itu, kurikulum Cambridge itu, kurikulum dari luar ya, dari luar yang diadaptasi ke dalam negeri. Berarti otomatis apa yang dijelaskan dan dalam materipun itu membudayakan budaya yang diadaptasi dari luar negeri yang dibawa ke Indonesia. Kurikulum Cambridge pun kurikulum yang berbeda dengan KTSP, K-13, maupun kurikulum Merdeka yang saat ini diterapkan di Indonesia.
R	Apa sih bu bedanya dengan kurikulum KTSP, K-13, atau kurikulum Merdeka? Kita mulai dari skill-skill nya bu, dari isi materinya. Apa sih bedanya dengan KTSP, K-13, apalagi sekarang ada kurikulum Merdeka??
T1	Kalau dilihat dari kurikulum KTSP, K-13, dan sekarang kurikulum Merdeka, untuk segi …
R	Isi dulu bu
T1	Isi ya, isi materi. Oke. Dari materi itu, dari kurikulum Cambridge ini mungkin lebih tinggi beberapa tingkat dari kurikulum-kurikulum di Indonesia seperti KTSP, K-13, atau Merdeka. Contoh materi, dari Indonesia itu, kurikulum yang ada di Indonesia sampai saat ini ada beberapa Grammar yang dipelajari masih di dasar. Sedangkan kurikulum Cambridge ini, dia di jenjang yang lebih tinggi lagi, gitu.
R	Oke, itu lebih ke materi yang mengandung dari Grammar ya bu, skill yang lain misalnya bu, speaking?

T1	Khususnya speaking ya, speaking atau listening itu, Cambridge lebih ke British ya, sedangkan di Indonesia itu dia lebih menekankan ke American. Terus untuk, ya apa namanya, ya speaking atau listening, biasanya itu lebih ke lebih mengambil dari native yang benar-benar mereka British accent, berbeda dengan aksen Amerika yang dipakai di Indonesia saat ini.
R	Jadi di buku ini, materinya lebih ke British ya, baik itu spoken ataupun written language nya, gitu?
T1	Iya benar
R	Oke, kalau Merdeka bu, kurikulum Merdeka di sekolah ini untuk kelas berapa bu?
T1	Kurikulum Merdeka itu baru masuk di kelas 10 ya, kelas 11 dan 12 itu masih memakai kurikulum K-13.
R	Jadi ibu mengajarkan kurikulum Merdekanya untuk kelas?
T1	Hanya satu kelas untuk kelas 10
R	Kelas 11 dan 12 belum ya?
T1	Mereka melanjutkan K-13
R	Kalau metode bu, ada bedanya nggak? Untuk kurikulum Cambridge, Merdeka dan K-13?
T1	Kalau metode, kayaknya nggak, itu sama aja, karena metode itu tergantung ke guru itu sendiri ya. Guru itu sendiri yang mengambil metode apa yang kira-kira dimengerti anak, spesifiknya, kayaknya nggak ada perbedaan untuk metode pengajaran.
R	Oke, yang penting bagaimana guru menentukan metode mana gitu yang cocok, gitu ya?
T1	Iya
R	Kalau untuk yang penilaian nya, evaluasi, misalnya in the end of the class, gimana penilaiannya?
T1	Gimana maksudnya?
R	Penialain, ujian, atau membuat tes gitu, apa sih bedanya?
T1	Bedanya, mungkin kayak, oh iya, mungkin sama kayak kurikulum nasional, mereka tu lebih banyak mereka yang aktif untuk penilaian. Kalau saya pribaadi, saya lebih menekankan ke keaktifan mereka berbicara di British tadi, karena mereka lebih menekankan itu loh, ntah mereka itu berbicara, itu menggunakan benar-benar British, kosakata yang digunakan pun British
R	Jadi ibu mampu ya menggunakan British accent in teaching?
T1	Mungkin, kalau mampu tu, kalau saya pribadi bisa. Tapi kalau ke anak, itu lebih mereka beradaptasi ya, mungkin agak dicampur-campur, ada beberapa yang memakai British, ada beberapa yang masih pakai American accent, lebih ke ubah sedikit-sedikit ke arah British gitu. Dan kalau kita mengajar lebih ke American, mereka nggak paham di buku Cambridge ini, karena itu memang full British.
R	Oke, mulai dari kosakata, spelling?
T1	Iya, bahkan cerita pun itu pakai British
R	Oke kita lanjut ya bu. Apa ni perbedaan dari segi karakteristik antara Cambridge dengan kurikulum nasional? Apa perbedaan signifikannya?

T1	Yang perbedaan signifikan yang saya lihat itu, ya dari segi bahasa tadi, mulai dari pemakaian British dengan American ya, nasional lebih ke American sedangkan orang luar itu lebih ke British, itu sih yang agak menonjol perbedaan dari kurikulum Cambridge dengan kurikulum nasional ini, entah itu K-13 atau Merdeka. Tapi karakteristik, ada beberapa karakteristik yang berbeda, contoh, kalau orang luar negeri, otomatis, karena buku ini dari luar ya, otomastis materi-materi didalamnya pun diadaptasi dari budaya luar. Kita Indonesia sendiri, tidak mempunya budaya itu, karena berbeda culture ya mereka itu. Dari mereka beda, dari kita beda. Itu aja sih perbedaanya, yang seharusnya siswa itu tahu budaya-budaya Indonesia, ini mereka dituntut untuk mengetahui budaya luar di pelajaran mereka, sedangkan mereka tidak merasakan itu.
R	Oke, kalau bisa saya simpulkan yang pertama, buku ini atau buku yang dipakai, atau metode secara keseluruhan dalam penggunaan kurikulun Cambridge ini, keseluruhan metode, pertama mereka lebih menekankan ke British accent, kemudian karakteristiknya adalah bahwa konten yang ada di dalam buku ini berasal dari luar semua gitu ya
T1	Iya
R	Apalagi karakteristiknya, selain tadi penekanan British accent pada spelling kosakata dan perbedaan budaya ya? Apalagi karakteristiknya?
T1	Mungkin penjelasan beberapa materi ya, misalnya kosakta apa, misalnya kita lagi membahas apa, olahraga, olahraga yang di mereka itukan, otomatis mereka, olahraga ini otomatis yang mereka temui, yang merak coba, sedangkan anak-anak ini, dalam kurikulum Cambridge ini, mereka, kosakata dalam materi mereka, itu tidak ada di Indonesia, agak lebih sulit aja sih. Kalau mereka pakai K-13 atau pakai kurikulum Merdeka, lebih nudah untuk mendeskripsikan materi tersebut, begitu
R	Oke, kalau menurut iu, apasih tujuan pembelajaran Bahasa Inggris di sekolah ini?
T1	Tujuannya otomatis, memajukan ya, bukan memajukan, lebih apay a, anak-anak lebih unggul dalam berbicara Bahasa asing, karena kalau mereka dibiasakan dari pengetahuan luar, itu yang di dalam otomatis akan lebih mudah mereka pahami, kalau yang sulit dulu dipelajari. Kalau mereka tahu yang di Indonesia saja, itu mereka nggak tahu luar itu gimana, sedangkan konteks itu mengambil dari luar, jadi bukan budaya Indonesia ya, jadi mereka, sebelum mereka pakai Cambridge ini, mereka mencoba hal tersebut. Sebelum mereka mencoba hal tersebut, mereka sudah paham, oh begini loh, mungkin suatu saat mereka ada keinginan untuk ke luar, bisa jadi mereka sudah paham beberapa budaya-budaya atau hal-hal yang dikatakan, yang diucapkan Bahasa Inggris orang luar negeri gitu.
R	Jadi tujuan bukan hanya menekankan pada skill, juga menekankan pada informasi gitu ya?
T1	Iya, untuk menginformasikan
R	Oke kalau menurut ibu, kenapa sekolah ini memilih kurikulum Cambridge? Kenapa sekolah memutuskan memakai kurikulum Cambridge daripada kurikulum nasional?
T1	Kenapa sekolah pakai Cambridge, gitu ya?

R	Iya, khusus dalam pembelajaran Bahasa Inggris, kenapa nggak pakai kurikulum nasional aja?
T1	Karena sekolah ini, khusunya ingin menciptakan anak-anak yang unggul, unggul berbahasa Inggris, ya ibaratnya itu mereka bisa satu tingkat, atau bahkan bertingkat-tingkat lebih unggul dalam menggunakan Bahasa Inggris ketimbang hanya anak-anak yang menggunakan kurikulum-kurikulum yang ada di Indonesia.
R	Sudah tercapai belum tujuan itu bu? Untuk menjadi unggul
T1	Kalau masalah tercapai atau tidaknya itu, belum sepenuhnya tercapai
R	Kalau ibu menyebutkan unggul, ada nggak kualifikasi penerimaan siswa, apa semua boleh masuk sekolah sini gitu?
T1	Untuk kualifikasi tertentu untuk anak-anak yang masuk ke sini, sedangkan mereka itu dituntut untuk unggul dalam berbahasa Inggris dalam kurikulum Cambridge ini, mungkin mereka nggak terlalu ditekankan ya. Ada beberapa hal yang diteskan ke mereka, namun memang Ketika mereka masuk sini itu, anggap saja mereka itu dari nol. Nanti di sini, selama ada, ada namanya program iddat itu, mereka menghafal kosakata-kosakata Cambridge ini, memang program dari Cambridge, itu dalam tiga bulan artinya mereka yang belum mengerti sama sekali tentang Cambridge, belajar penuh dalam waktu tiga bulan tersebut.
R	Jadi, seperti ada fase pengenalan gitu ya?
T1	Iya fase pengenalan, agar tidak terlalu terkejut gitu untuk menemui kurikulum ini
R	Jadi menurut ibu, cocok nggak kurikulum Cambridge diterapkan di sekolah ini?
T1	Kalau cocok tidaknya, belum terlalu cocok karena kalau untuk menyamaratakan Cambridge sama pelajaran-pelajaran sini, kan banyak ya pelajaran-pelajaran, dan itu sepertinya itu mereka, fokusnya itu terbagi-bagi untuk mendapatkan kurikulum yang sangat, menurut saya, sangat berat ya dibanding anak-anak sekolah lainnya, jadi kemungkinan, menurut saya, kurang cocok untuk di sini, kecuali kalau memang mereka itu, ada sekolah ternama di Jambi, yang memakai kurikulum yang sama, namun pelajaran mereka pun bia dibilang tidak sebanyak pelajaran-pelajaran di sini gitu, jadi fokusnya terbagi gitu.
R	Jadi untuk mencapai tujuannya sulit karena terbagi-bagi ya. Bahkan di sini ada lebih dari satu kurikulum nasional
T1	Iya, ada kurikulum azhari juga
R	Oke, kita lanjut ya. Bagaimana sih ibu mengimplementasikan kurikulum Cambridge ini di kelas gitu? Prosesnya gimana dikelas?
T1	Biasanya itu, kita per skill ya, Dalam listening, saya kasih mereka audio dari native. Karena mereka akan dengan mudah memahami pengucapan sebenarnya. Mereka belajar bagaimana cara mengucapkan kata yang benar. Kemudian untuk reading, setelah mereka mendengarkan audionya, barulah mereka menerapkan pengucapannya dalam kegiatan membaca. Kemudian untuk speaking, saya perintahkan mereka untuk berbicara terlebih dahulu tanpa memikirkan grammar nya. Mereka diminta untuk

	berbicara bahasa tersebut sebagai latihan. Di sini, mereka berbicara semaksimal mungkin terlebih dahulu, seperti yang mereka ketahui dalam konsep Cambridge. Dalam writing, saya mengikuti buku. Karena dalam buku ini, penulisannya dipisahkan dan dikelola dengan baik di buku teks, jadi saya mengikuti buku teks tersebut dalam mengaplikasikannya.
R	Jadi ibu mengikuti prosedur di buku ya?
T1	Iya, tapi kadang saya melakukan apa yang cocok untuk siswa
R	Kenapa gitu bu?
T1	Karena kalau saya hanya mengikuti buku pelajaran saja, mereka akan bingung. Tidak semua siswanya berasal dari SMP IT. Siswa yang berasal dari sekolah lain yang belum bertemu kurikulum Cambridge sebelumnya, hal ini sedikit lebih sulit untuk diterima. Karena saya mempertimbangkan bagaimana siswa akan menerimanya dengan baik atau tidak. Tidak semua langkah cocok untuk mereka. Misalnya listening skill, sesuai buku, mereka mendengarkan audio kemudian mengerjakan tes. Namun sulit bagi mereka untuk melakukannya, jadi saya putar ulang audionya dua atau tiga kali. Mereka benar-benar membutuhkan waktu untuk memproses bahasa, jadi saya minta mereka mencatat beberapa informasi, lalu mereka melakukan tes.
R	Jadi ibu periksa dulu pemahaman siswa melalui materi, baru siswa mengerjakan tesnya ya?
T1	Iya
R	Ibu ada ikut pelatihan Cambridge?
T1	Soalnya aku baru disini nih, selama tiga bulan ya, pernah sekali. setahu saya pelatihannya dilakukan tiga bulan sekali.
R	Dimana, kapan, dam siapa instruktur dalam pelatihan Cambridge?
T1	Satu bulan yang lalu, di sekolah ini, di SMA IT. Dalam pelatihan ini, seluruh guru bahasa Inggris dari lembaga ini berkumpul dan melakukan sharing tentang metode pengajaran atau bagaimana penerapan kurikulum Cambridge di kelas. Pelatihan kali ini dipimpin oleh guru senior yang dipercaya dan berkompeten di sekolah ini.
R	Siapa yang jadi pelatihnya?
T1	Koordinator dari Cambridge curriculum dari sekolah ini.
R	Bagaimana ibu menguji siswa?
T1	Saya menguji dengan cara saya sendiri
R	Kenapa?
T1	Karena jika saya mengikuti penilaian di buku teks, tidak sesuai dengan apa yang saya ajarkan kepada mereka. Saya mengajar dengan mencampurkan metode, kadang mengikuti buku pelajaran, kadang tidak. Oh, ini cocok untuk siswa, oh, ini tidak. Jadi untuk penilaiannya saya sendiri yang membuat tes tersebut karena berkaitan dengan materi yang telah diajarkan. Dan karena saya tahu kemajuan kompetensi mereka. Karena di dalam buku itu ada beberapa bagian yang perlu dipelajari, namun nyatanya kami tidak mempelajari bagian itu.

R	Buku ini ada beberapa unit. untuk berapa lama kamu meggunakan buku ini.
T1	Buku ini untuk 1 tahun.
R	Menurut anda, selesai nggak untuk setahun?
T1	Tidak
R	Kenapa?
T1	Karena belajar di Cambridge agak sulit. Learning time tidak mendukung hal ini. Satu pembelajaran yang harus diselesaikan dalam satu pertemuan tidak bisa terwujud ya karena sulit, kemampuan siswa sebagian besar rendah dalam menerima ilmu, sehingga satu pembelajaran mungkin selesai dalam dua pertemuan.
R	Jadi gimana mengcovernya? Kan kita tahu bahwa waktu belajar tidak akan cukup.
T1	Saya ambil poin utamanya, misalnya, Jadi, saya memilih materi mana yang akan diajarkan karena keterbatasan waktu. Misalnya, Oh iya, di chapter ini materinya terlalu sulit. Bab ini akan memakan banyak waktu, jadi saya ambil poin utamanya, bukan mengajarkan semua pembelajaran di bab itu.
R	Pernah nggak ketemu materi yang sama dari satu chapter ke chapter lainnya, misalnya?
T1	Iya pernah, jadi itu bisa mempersingkat pelajaran dan waktu.
R	Tolong sebutkan tujuan pembelajaran Bahasa Inggris>
T1	Mendukung seperti apa?
R	Mendukung seperti cukupnya dana atau staf pengajaran, atau aktivitas lainnya, jadi siswa memiliki kesempatan atau menambah masukan Bahasa Inggris untuk bagi mereka untuk belajar dan menggunakan Cambridge curriculum. contoh: oh jika ini ada, kurikulum bisa diimplementasikan di sekolah.
T1	Beberapa faktor yang seharusnya ada namun tidak ada, misalnya: siswa perlu mendengarkan penutur asli agar paham bagaimana aksen sebenarnya, sedangkan semua guru di sekolah ini adalah orang Indonesia dan cenderung berbicara dengan aksen Amerika. Jadi, berbicara dalam bahasa Inggris dengan orang Amerika disampaikan dan mereka agak sulit untuk membiasakannya. Lalu ada beberapa agenda yang mendukung pelaksanaan hal tersebut, misalnya saja pada kegiatan terbaru beberapa waktu yang lalu terdapat camp Bahasa Inggris dan Bahasa Arab. Dalam kegiatan ini mereka berbicara menggunakan bahasa Inggris secara lengkap selama dua hari dan diwajibkan berbicara dalam bahasa Inggris sesuai Cambridge. Hal ini mungkin tidak akan tercapai, tapi Insya Allah yang mendukung mereka setidaknya mereka mengimplementasikan apa yang mereka pahami tentang Bahasa Inggris dalam konsep Cambridge, begitulah loh. Lalu kalau dana, menurut saya seharusnya digunakan untuk mengundang native speaker. Dan kemudian, untuk imbalan dan hukuman. Hukuman menurut saya penting karena jika diberi hukuman, mereka akan takut dan mencoba berbicara bahasa tersebut, begitu pula di kubu Inggris, mereka mendapat hukuman, sehingga mereka akan mencoba berbicara

	dalam bahasa Inggris. Itu memang mendukung. Namun kenyataannya, hal tersebut tidak terlaksana pada agenda lainnya.
R	Kemudian, apa aktivitas lain yang mendukung?
T1	Mungkin, karena saya baru beberapa bulan, aktivitas itu yang ada
R	Terus, pin yang ibu pakai itu?
T1	Oh, ini. Pin ini khusus untuk guru. Karena direktur yayasan ini berpendapat jika guru berbicara dalam bahasa Inggris, maka siswa akan berusaha berbicara dalam bahasa Inggris. Tapi mungkin tidak terealisasi apa adanya karena yang saya ceritakan tentang punishment, karena kalau yang berbicara bahasa Inggris hanya gurunya sedangkan siswanya tidak mengerti dan tidak mencoba berbicara bahasa Inggris, yaa sama saja. kebohongan. Kalau pin ini dipakai guru dan mereka, pinnya ada dua macam yaa, ada pin inggris dan ada pin arab. Jadi guru bahasa arab pakai pin arab, guru bahasa inggris pakai pin bahasa inggris. Eeeh sepertinya tidak terlalu diterapkan karena siswa tidak diwajibkan berbicara bahasa Inggris, seperti itu hanya guru. Jadi hanya guru yang menggunakan bahasa Inggris bukan untuk siswanya.
R	Jadi ada gutu yang mengikuti aturan itu dan ada yang tidak?
T1	Iya
R	Oke, terakhir, apa faktor yang menghalangi dalam implementasinya?
T1	Banyak faktor yang menghambatnya. Karena banyak tuntutan yang diajukan kepada para siswa, fokusnya terbagi, yaitu harus fokus ke Cambridge atau Azhari, tapi mereka juga fokus dalam segala hal, mulai dari kegiatan sekolah, acara, terbatasnya waktu belajar: entah itu adalah guru-guru yang bertugas di luar sekolah untuk acara ini atau itu, otomatis tidak belajar. Kalau belajar sendiri yaaa, anak SMA belajar sendiri susah. Lalu faktor penghambat lainnya seperti: ada kalanya siswa bebas berbicara sesuka hatinya tanpa kendali guru. Lalu ya, uang untuk mengundang penutur asli, tidak ada uang untuk itu.
R	Gimana dengan fasilitas? Seperti yang kita tahu dalam implementasi Cambridge butuh proyektor, audio speaker, dalam aplikasinya membutuhkan peralatan. Bagaimana dengan fasilitas?
T1	Sebenarnya fasilitas mendukung. Fasilitas tersedia, disediakan, fasilitas apa saja untuk mengajar. Tapi, lagi-lagi ini soal waktu. Waktunya terbatas. Katakanlah dua jam waktu belajar mereka belajar Cambridge, itu belum menyajikan materinya, hanya untuk menyiapkan bahan atau perlengkapan materi itu saja, butuh banyak waktu.
R	Jadi fasilitasnya tidak tinggal di kelas?
T1	Tidak, jadi kita perlu mempersiapkannya terlebih dahulu. Mencari kabelnya, alat penyambungnya, jadi sedikit lebih repot, dan sangat memakan waktu. Jadi saya tidak menggunakan aplikasi jenis ini.
R	Bagaimana dengan aktivitas pagi? Apakah membatasi pembelajaran?
T1	Kalau untuk kegiatan pagi hari seperti kegiatan yang memberikan kosakata, percakapan kepada siswa, otomatis itu faktor pendukungnya. Namun aktivitas tersebut seperti kegiatan atau acara besar yang melibatkan siswa dan guru, sehingga mengganggu waktu pembelajaran.
R	Oke, terima kasih atas waktunya
T1	Sama-sama

Table 2 Interview transcription between researcher and teacher 1 (in English)

R	Assalamualaikum warrahmatullahi wabarakatuh
T1	Waalaikum salam warrahmatullahi wabarakatuh
R	Let's start this interview ya. Please tell me about yourself, name, age, education background, and teaching experience.
T1	My name is RY, I am 22 years old. My education background, S-1 Pendidikan Bahasa Inggris from UIN STS Jambi. teaching experience, I have ever taught in, not teaching, to be certain, I was a pre-service teacher in Pesantren Modern Al Hidayah Pal 10 Jambi. Then, as an English teacher in Mts Nur Saadah Jambi city. And I have been being an English teacher at SMA IT in Jambi.
R	Okay, so you graduated from?
T1	Graduated from S-1 Pendidikan Bahasa Inggris, UIN STS Jambi.
R	when?
T1	2023
R	Okay, how long have you been here?
T1	Three months
R	Okay, let's continue, please explain about the Cambridge curriculum, what is this about?
T1	As I know, Cambridge curriculum is curriculum from outside of Indonesia, that be adapted to Indonesia. Automatically, everything that have been explained and in the learning material, that brings foreign culture that is adapted from foreign to Indonesia. Cambridge curriculum is different with K-13, or Merdeka curriculum in Indonesia.
R	How is it different from our national curriculum? (such as KTSP, K-13, Merdeka curriculum, from the content. What is the difference?
T1	If we see from KTSP, K-13, and Merdeka curriculum, from the aspects of…
R	Content
T1	From content, material. From content, After I review all national curriculum, KTSP, K-13 and Merdeka curriculum, from the content aspect, it is different that material in Cambridge is several level above the English material that presented in national curriculum. For example, grammar knowledge that is upper than in the national one. In national curriculum, there are some grammar that is actually still be learnt from basic, while in Cambridge curriculum, they learn these grammar for the higher level of difficulty.
R	Okay, that is from grammar, how about other skills like speaking?
T1	Speaking, for speaking or listening, Cambridge tends to the British ya, while in Indonesia, they learn English in American accent. The spelling and pronunciation of words in this curriculum uses British accent which is so much different with American accent in national curriculum.
R	So, according to the textbook, the spoken and written language are in British pattern ya?
T1	Yes, true.

R	For Merdeka curriculum, in this school, Merdeka curriculum, it is for which grade?
T1	For grade ten, because grade 11 and 12 still continue curriculum K-13.
R	So you teach with Merdeka curriculum for grade?
T1	Only one class for grade 10
R	Grade 11 and 12?
T	They continue the K-13
R	How about the teaching methods? What is the difference?
T1	Method, it seems that, it is similar, because teaching method depends on the teachers themselves. Teachers decide methods of teaching that can be understood by students, to be specific, there is no differentiation in teaching methods.
R	Okay, to be important, teachers decide the suitable methods, right?
T1	Yes
R	How about the evaluation? What is the difference? As for the test for the students?
T1	What do you mean?
R	Assessment, test, or making test, what is the difference?
T1	The difference, it is may be, oh yeah, it is the same with national curriculum where they emphasize in students' activeness. As for me, I evaluate students according to their activeness as they speak in British accent, for example, as for describing or speaking, they use British accent, because that is the demand of the curriculum. So, even the vocabulary used in the story or text is in British spelling.
R	So, you are able to use British accent in teaching?
T1	Maybe, if I am able to, then yes, but for students, it is more like, they adapt to, maybe can be mixed, some are able to use and some are not. Step by step to the British accent. And if we teach use American, students will not understand, in this book, it is full of British.
R	Okay, it is from vocabulary, the spelling
T1	Yes, even the stories are in British
R	Okay, let's continue, what is the significant differences with Merdeka curriculum? The characteristics of Cambridge curriculum?
T1	As in Cambridge curriculum which uses British, that is the significant difference. Then several characteristics that are different, as the textbook comes from foreign, the material is adapted from foreign. While we don't have that culture as we have different culture ya. When students are supposed to know the culture in Indonesia if we use national curriculum. But, here, the students are asked to know the culture from foreign in their learning while they never experience it.
R	So, as I concluded that this curriculum emphasized in British accent, contents from the textbook comes from outside of Indonesia. And what else?
T1	Maybe the explanation of the material, reading text. for example, kinds of sport. Some sports do not exist in Indonesia. So, I need to show them some videos about the sports and explain more. As if they learn with

	national curriculum, they will find kind of sport that exists in Indonesia or what they know and they will easily describe about the knowledge.
R	Please tell me what is the objective of teaching and learning English at SMA IT in Jambi?
T1	The objective, for certain, this school wants to make the students to be more superior to speak English. If they get used to know information from foreign rather than only learn the knowledge in Indonesia, they will more understand about the world if they learn this. As we know the context for national curriculum is only about Indonesia. If in the future they want to go to other countries, so they already know about culture or things or words that be spoken by foreign people.
R	So, it is not only for improving English skills, but also enrich their information?
T1	Yes, I argue that the objectives is not only to improve students' language proficiency, but also to enrich students' knowledge about information from abroad and how foreign people speak.
R	Why does the school decide to use Cambridge curriculum for English teaching and learning?
T1	Because this school wants to create students to be superior and excellent in using English. Like, they will one level or several level to be more supperior than other students in other schools which use national curriculum.
R	To be superior in English like you said. Does school have special qualification for students recruitment? Or all students can enter this school?
T1	No, there is no such qualification. They are not being concerned to this. There are some aspects as the test for them to enter this school, but not English criteria. Let's say that they enter this school by zero, but later on, here, there is a program called I'ddat, they have to memorize the vocabularies in Cambridge. This program is for Cambridge, three months program from their first time in this school is expected to train them to be familiar with Cambridge curriculum. So, as the students have not met or known anything, they learn completely about Cambridge in this three months program. They have to follow the program where focus on understanding the new and key terms of vocabularies from the textbook along with the examples of conversation and classroom instruction
R	So, it is like an introduction phase for the new students?
T1	Yaa, as they will not be too surprised as they meet the Cambridge curriculum.
R	So, in your opinion, is Cambridge curriculum appropriate to be implemented here?
T1	As for the appropriateness, it is not appropriate yet. If we treat this Cambridge curriculum alike with other subjects, many learning subjects ya, it is like that too hard for students to accept the learning, in my opinion. They have many things to focus on, and to learn with Cambridge to be succeed, it is hard ya. If we see from the implementations of several curriculum in this school, they have many learning loads than students from other schools. When the demand of the curriculum is really high ya.

	So, it is not suitable yet for this school, except, as if it is like the other school in Jambi which implement the same curriculum, their learning subjects are as not much as in this school, like that.
R	So, the purposes of the learning is difficult to achieve as students have their focus is divided? And this school has more than one international curriculum?
T1	Yes, there is also Azhari curriculum.
R	How do you apply the Cambridge curriculum in teaching English to your students?
T1	From skill to skill ya. In listening skills, I present them the audio from native speaker. As they will easily understand the real pronunciation. They learn how the right way to pronounce the words. Then, for reading, after they listen to the audio, then they apply the pronunciation in the reading activity. Then, for speaking, I instruct them to speak first without thinking about the grammatical pattern. They are asked to speak the language as the training. Here, they speak as they can as possible first, as what they know in the Cambridge concept. In writing, I follow how the textbook present. Because this book, the writing is separated and well-managed in the textbook, so I follow the textbook to the application.
R	So, you do follow the procedures of teaching as suggested in the teacher's book, don't you?
T1	Yes, I do, but sometime I did what is appropriate for students. It is not as monotonous as the textbook.
R	Why is that?
T1	Because if I only follow the textbook, they will get confused. Not all students come from Islamic junior high school. Students come from other school who did not meet Cambridge curriculum before, it is a bit more difficult to accept. Because I concern to how students will accept it well or not. Not all steps are appropriate for them. For example, in listening skill according to the textbook, they listen to some audio and then do the test. But it is difficult for them to do so, the I replay the audio two or three times. They absolutely need time to process the language, so I ask them to take a note about some information, then they do the test.
R	So, you check the students' comprehension through the material first, then the students do the test ya?
T1	Yes, right.
R	Did you have any training about using Cambridge curriculum?
T1	Because I am new here, ya, as for three months, yes, I did, once. as I know the training have been done once in three months.
R	Where did the training, when did it happen, and who is the instructor or the trainer?
T1	One month ago, in this school, in SMA IT. in this training, all English teachers from this institution gather and do the sharing about methods of teaching or how to implement the Cambridge curriculum at class. The

	training this time led by the senior teacher who is being trusted and competent in this school.
R	Who is that person?
T1	Miss Lia, the coordinator of Cambridge curriculum of this institution.
R	How do you assess your students? Did you follow the procedures in the book or did you assess the students' English ability in your own way? Why?
T1	What do you mean?
R	Assessment to test the students' competencies, in the end of the class, or once in three months, or semester test. Did you follow the procedures in the book or did you assess the students' English ability in your own way?
T1	I assess the students in my own way
R	Okay, why?
T1	Because, if I follow the assessment in the textbook, it does not match with what I have taught to them. I teach by mixing the methods, sometimes I follow the textbook, sometimes do not. Oh, this is suitable for students, oh, this is not. So, for the assessment, I made myself the test because it is in regard to the material that have been taught. And I know their progress of competency. Because in that book, there are some parts that need to be learnt, but in fact, we did not learn that part.
R	This book has several chapters. For how long do you use this book? One semester or?
T1	It is for one year.
R	Do you think you can complete teaching all the materials in the Cambridge curriculum in time?
T1	No, I cannot.
R	Why?
T1	Because, learning with Cambridge is a bit difficult. Learning of time did not support this. One learning that must be completed in one meeting cannot be realized ya because it is difficult, students' ability is mostly low in accepting the knowledge, so one learning might be finish in two meetings.
R	So, how the way to cover this, as you know the time will not be enough to finish this book in a year. What is the strategy?
T1	I take the main point, for example, So, I selected which content to be taught due to the limited time. Oh, in this chapter, the material is too much difficult. This chapter will take much time, so I take the main point, not teaching all learning in that chapter.
R	Have you ever met the similarity of learning or language focus in one chapter to another chapter, for example?
T1	Yes, I have. So it can elicit the learning and shorten the learning time.
R	Has the objective of English teaching been achieved?
T1	Not yet. It is difficult enough to master or to be fluent in speaking English with the level of this curriculum. Maybe in some point but not all aspects. So the objective is not achieved completely yet.
R	Please, tell me what are the supporting factors so that Cambridge curriculum can be implemented in this school?

T1	Supporting like what?
R	Supporting factors like the sufficient of school fund or the teaching staff, or there are additional activity, so students have opportunity or add the learning input for them to learn or use Cambridge curriculum. Is there supporting factor, like: oh, if we have this, so the curriculum can be implemented in this school
T1	Several factors that are supposed to be there but there are not, for example: students need to listen to native speaker, so they understand how is the real accent, while all teachers in this school are Indonesian and they tend to speak with American accent. So, speaking in English with American is being delivered and they are a bit difficult to get used to this. Then, there are some agenda that support this implementation, for example: there was English and Arabic camp in the latest activity a couple of times ago. In this activity, they spoke in English completely for two days and they were obligated to speak in English according to Cambridge. This was might not be achieved, but Insya Allah that supported them at least they implement what they comprehend about English in the concept of Cambridge, this is what it is, l*oh*. Then, for fund, it supposed to be used to invite native speaker, in my opinion. And then, for rewards and punishment. Punishment, in my opinion, is important because if they are given the punishment, they will afraid and they will try to speak the language, as well as in the English camp, they got punishment, so they would try to speak in English. That did support. But in reality, it was not be implemented in other agenda.
R	Then, what are other activities that support?
T1	Maybe, because I am new here, in several months, this activity that was applied here.
R	Then, what about the pin that you wear in the uniform?
T1	Oh, here. This pin is for teachers, specially. Because the director of this foundation thinks that if the teachers speak in English, so students will try to speak in English. But it might not be realized as it is because what I told about punishment, because, when it is only the teachers who speak in English while students do not understand and do not try to speak in English, yaa, it will be the same as a lie. If this pin is used by teachers, and they, there are two kinds of pin, yaa, there is English pin and there is Arabic pin. So Arabic teachers use Arabic pin, English teachers use English pin. Eeeh, it seems that it is not really be applied because students are not mandated to speak in English, like that, only teachers. So only teachers use English not for the students.
R	So, in the application, is there any teacher who speaks to you in English.
	Maybe, if it is in front of the students, yes there is. In front of the students, it is compulsory to speak in English to us, the English teachers. Moreover, for us, for me, I myself is mandated to speak in English to the students or other teachers. Maybe if the students are not around, there some teachers speak to me in English, and some do not.
R	So, some teachers follow the rule and some do not?
T1	Yes.

R	Ok, the last, what are the inhibiting factors in using the Cambridge curriculum in this school?
T1	There are many factors that inhibit. Because many of demands are being asked to the students, they are having their focus to be divided, that they must focus to Cambridge or Azhari, but they also focus on everything, started from school activity, event, limited time in learning: whether it is the teachers who are in duty outside of the schools for this event or that event, automatically, they do not study. If they learn by themselves, yaaa, high school students learn by themselves, it is difficult. And then other factors that inhibit like: there are some times that students are free to speak as they want without teachers' control. Then, yes, money to invite the native speaker, there is no money for that.
R	How about facility? As we know that in the application of Cambridge, it needs projector, audio speaker, in the real application, it needs some equipment. How about the facility?
T1	Actually, facility did support. The facility is available, be provided, any facility to teach. But, it is about the time, again. The time is limited. Let's say two hours of learning time they learn Cambridge, it is not presenting the material yet, only for preparing the stuff or equipment for that material, it takes much time.
R	So, these facility are not there in the class?
T1	No, they are not. So we need to prepare them first. Finding the wire, the stuff to connect it, so it is a bit more troubled, and very much taking times. So I do not use this type of application.
R	How about morning activity? Does the activity limit the learning time?
T1	If it is for morning activity as this activity where we give students vocabulary, conversation, automatically, it is the supporting factor. But, the activity like big activities or events that involves students and teachers, that disturb the learning time.
R	Ok, thank you for your time. That's all for today.
T1	You're welcome.

Table 3 Interview transcription between researcher and teacher 2 (in Bahasa Indonesia)

R	Tolong ibu ceritakan tentang diri sendiri
T2	Nama saya EY, saya 28 tahun. Pendidikan saya Magister Pendidikan Kimia. Saya mengajar Bahasa Inggris di SMA IT selama setahun. Pertama saya mengajar IPA (Kimia dan Fisika). Kemudian saya diminta untuk menjadi guru tambahan Bahasa Inggris.
R	Apa saja yang ibu ketahui tentang kurikulum Cambridge?
T2	Sekolah ini menggunakan Kurikulum Cambridge yang mana kurikulum ini memiliki karakteristik khusus. Kurikulum Camridge menekankan pada kemampuan memahami siswa. Siswa harus memahami materi berdasarkan cara pemikiran mereka sendiri terlebih dahulu, kemudian guru menjelaskan. Contoh, untuk grammar, umumnya di buku kurikulum nasional, mereka menampilkan rumus dari grammar sejak awal

	penampilan materi. Tapi dalam kurikulum Cambridge, siswa disajikan contoh-contoh kalimat. Kemudian siswa diminta untuk menganalisis polanya. Tidak ada menyatakan rumusan grammar pada kalimat.
R	Apa bu bedanya dengan kurikulum nasional, KTSP, K-13, atau kurikulum Merdeka.
T2	Berbeda. Dalam kurikulum Cambridge, siswa diminta untuk berpikir secara kritis dan logis karena materinya lebih sulit dari kurikulum nasional.
R	Kenapa sekolah memutuskan menggunakan kurikulum Cambridge?
T2	Sekolah menggunakan kurikulum Cambridge untuk menjadikan institusi ini sebagai world class institution in 2025, kemudian siswa akan berpikir pembelajaran yang tidak hanya dari lingkungan mereka, tapi juga dari negara lain.
R	Apakah sekolah memiliki kualifikasi untuk proses penerimaan siswa? Jelaskan!
T2	tidak, tidak ada kualifikasi dalam proses penerimaan siswa baru terkait kurikulum Cambridge. kualifikasinya tentang membaca A Qur'an,
R	Bagaimana anda mengimplementasikan Cambridge di kelas?
T2	Berdasarkan buku pegangan guru, aktivitas belajar dimulai dari siswa melakukan observasi terhadap materi. Contoh, dalam belajar grammar, siswa ditampilkan beberapa jenis kalimat dan siswa menganalisis pola bahasanya. Jadi, grammar tidak ditampilkan di awal. Kurikulum ini melengkapi bukunya dengan dukungan audio-visual material. Saya menampilkan video tentang materi, jadi siswa bisa lebih memahami.
R	Adakah kamu mengikuti pelatihan Cambridge?
T2	Iya, ada beberapa kali. Sekolah setidaknya mengadakan pelatihan sekali dalam tiga bulan. Pada awal semester, tiga bulan setelahnya, dan pada akhir semester. Pelatihan datang dari kurikulum developer, Pendidikan, tenaga ahli Pendidikan, dan juga Koordinator kurikulum Cambridge di SMA IT Jambi.
R	Bagaimana anda menguji siswa? Apakah sesuai prosedur di buku atau modul kuliah? kenapa?
T2	Saya mengikuti test yang ada di buku.
R	Bisakah ibu menyelesaikan semua materi yang ada di buku Cambridge?
T2	Tidak, karena 20 chapter ini harus selesai dalam satu tahun. 10 chapter. Tetapi sekolah ini tidak hanya mengadakan pembelajaran dalam kelas, tetapi juga pembelajaran di luar kelas.
R	Sudahkah tujuan pembelajaran Bahasa inggris diterima?
T2	Belum
R	Apa saja faktor pendukung Cambridge curriculum?
T2	Faktor pendukung, salah satunya adalah fasilitas, aktivitas sekolah untuk siswa yang sudah menjadi program bagi institusi ini. Beberapa program dari institusi ini untuk mencapai target pelaksanaan Cambridge Curriculum. faktor pendukungnya adalah: siswa tahun pertama (kelas 10) SMA IT di Jambi harus mengikuti program iddadut ta'lim. Mereka diminta untuk belajar, menganalisis dan menghafal 450 kosakata dalam tiga bulan

	pertama. Kemudian ada super camp untuk Bahasa Arab dan Bahasa Inggris. Super camp ini di adakan setelah siswa menyelesaikan ujian tertulis semester ganjil. Siswa harus mengikuti seluruh aktivitas di super camp menggunakan Bahasa Inggris. Super camp ini sebagai tes akhir untuk semester ini sebagai tes berbicara.
R	Apa saja faktor penghambatnya?
T2	Kemampuan kecerdasan siswa pada awal-awal tahun ajaran baru. Kebanyakan siswa tidak memiliki pengetahuan terhadap Pendidikan Bahasa Inggris. Kebanyakan mereka tidak memahami makna dari kosakata. Itulah mengapa sekolah mengadakan program tiga bulan pertama. Kemudian, para guru berbicara Bahasa Inggris secara otodidak. Jika ada beberapa siswa di waktu dan tempat tertentu, berbicara dalam Bahasa Inggris, ada orang-orang yang mengabaikan dan tidak mau bicara dalam Bahasa Inggris, termasuk guru sendiri. Kebanyakan guru menganggap bahwa bicara dalam Bahasa Inggris itu tidak penting. Hal ini, menurut saya, bisa menjadi faktor yang menghalangi pelaksanaan kurikulum.

Table 4 Interview transcription between researcher and teacher 2 (in English)

R	Please tell me about yourself (Name, Age, Education Qualifications, Teaching Experience, etc)
T2	My name is EY, I am 28 years old. My education background is Magister Pendidikan Kimia. I have taught English for a year at SMA IT. At first, I only teach Scienes at this school. But then, I was asked to teach English as a supplementary teacher. I have taught English for a year in SMA IT Jambi.
R	Please tell me everything you know about the Cambridge curriculum
T2	This school implement Cambridge curriculum. this curriculum has special characteristics. Cambridge curriculum emphasizes on students' comprehension skill. Students need to understand the material by their own thinking first, then teacher gives explanation. For example, in grammar, commonly in national curriculum textbook, it shows the formula of the grammatical language for the start. But in the Cambridge curriculum, students are presented with the example of sentences. Students are asked to analyze the pattern. There is no formula of composing the sentences stated in the material
R	How is it different from our national curriculum? (such as KTSP, K-13, Merdeka curriculum (the contents (the skills to teach), method of teaching, assessment, etc
T2	It is different. In this curriculum, students are being asked to think critically and logically because the materials are more difficult than national curriculum.
T2	It is to make students master English skill, to be able speak in English.
R	Why does the school decide to use Cambridge curriculum for English teaching and learning?

T2	The school implements the Cambridge curriculum to make the institution as the world class institution in 2025. Then, students will think the learning which is not only about their surroundings but also from other countries.
R	Does school have special qualification for students' recruitment? If it does, what are they? If it does not, what is your opinion about this?
T2	No, school has no qualification for students' recruitment in terms of Cambridge curriculum. The qualifications is about reading Qur'an. School assumed that all students can learn this curriculum as the program of Iddadut Ta'lim in the first three months to prepare them knowing the Cambridge curriculum.
R	How do you apply the Cambridge curriculum in teaching English to your students?
T2	According to the textbook, the learning activity started with students' observation through the material. For example, in learning grammar, they are presented to kinds of sentences and analyze the pattern of the language. So, the language grammatical pattern does not come first. This curriculum completed the textbook with audio-visual supporting material. I present them the video about the material, so they can understand better.
R	Did you have any training about using Cambridge curriculum?
T2	Yes, I did, several times. School has at least once in three months. In the early of the semester, three months after, then in the end of the semester. The training comes from the curriculum developer, education expertise, and, the coordinator of Cambridge curriculum in this school.
R	How do you assess your students? Did you follow the procedures in the book or did you assess the students' English ability in your own way? Why?
T2	I followed the feature of test in the textbook.
R	Can you complete teaching all the materials in the Cambridge curriculum in time?
T2	No, because these 20 chapters that supposed to be complete in a year, 10 chapters in one semester. But, this school does not only organize learning inside the classroom, but also there are outside classroom learning in form of school activities that takes time
R	Has the objective of English teaching been achieved?
T2	Not yet.
R	What are the supporting factors in using the Cambridge curriculum in teaching English? Why?
T2	The supporting factors, one of them is school facility did support, school activities for students, that is already being the program from this foundation. Several programs from this institution to achieve the target of Cambridge curriculum implementation are: first, in SMA IT, the first year students, they are asked to learn, analyzed and memorize 450 vocabulary in the first three months program for grade 10 students. Then, there is super camp for Arabic and English. This super camp is applied after the students finish the written assessment of semester test. Students must follow the entire activities in super camp using English.

	This super camp is as the final test in this semester for speaking practice test. And also English pin for teachers to speak in English.
R	What are the inhibiting factors in using the Cambridge curriculum in teaching English? Why?
T2	Students' proficiency skills in the early of the academic year. Most of students have no background of English education. Most of them do not understand basic vocabulary of English, what is the definition of the word, what that word means. That's why school made that first three months program. Then, most teachers speak English by practice. If there are some students, in certain time and location, speak in English, there are people who are being ignorant to the program and do not want to speak in English, including teachers themselves. Most of teachers view that speaking in English is unimportant. This thing, in my opinion, can inhibit the implementation of Cambridge curriculum

MODUL AJAR

Nama penyusun	Eliza Yuliani, M.Pd
Institusi	SMA IT Al-Azhar Jambi
Tahun pembuatan	2023
Mapel	Bahasa Inggris
Jenjang	SMA
Kelas	X (Sepuluh) Reguler
Alokasi waktu	2 x 45 menit (9 0 menit)
Tahapan	Fase E
Domain konten	Membaca dan Memirsa (Reading and Viewing)
Tujuan Pembelajaran	**READING AND VIEWING** 10. B.3 Menganalisis dan menangkap makna struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (*descriptive*) secara kritis, kreatif dan jujur terkait topik karakteristik dari negara jepang
Konten Utama	Teks Deskriptif
Pertanyaan inti	What do you think about Japan?
	What are the characteristics of Japan? Think of characteristics place/food of Japan. Why do you think that? and describe it!
Prasyarat Pengetahuan/Ketrampilan	- Siswa merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi dalam teks deskripsi menjadi rujukan utama dalam kemampuan berbicara. - Siswa membaca dan merespon teks deskripsi secara mandiri terhadap ide pokok.
Target profil pelajar pancasila	Siswa yang beriman, bertakwa kepada Tuhan Yang Maha Esa, mandiri dan berpikir kritis serta kreatif.
Target siswa	Siswa Reguler/Tipikal
Jumlah siswa	Maksimum 24 -30 siswa
Ketersediaan materi	Pengayaan lebih lanjut : YA
	Alternatif penjelasan tambahan : YA
Model pembelajaran	Tatap Muka
Assessmen	Individu
	Jenis assessmen : tertulis
Materi Ajar	**A. MATERI PEMEBELAJARAN** • **Struktur Teks** Struktur deskripsi dapat mencakup: - Identifikasi - Sifat - Fungsi, manfaat, tindakan, kebiasaan • **Unsur Kebahasaan** - Kata benda yang terkait dengan tempat wisata, makanan serta budaya, dengan atau tanpa a dan the, plural (-s), this,that, those, my, his, dst. - Kata sifat untuk mendeskripsikan tempat wisata, makanan, budaya ataupun kegiatan travel yang berada di sekitar lingkungan peserta didik - Kata kerja untuk menyatakan keadaan, lokasi, dan kenyataan

	dalam simple present tense. - Ucapan, tekanan kata, intonasi. - Ejaan dan tanda baca. - Tulisan tangan **B. METODE**: Menyimak, diskusi kelompok, penugasan dan tanya jawab**.** **C. MEDIA/ALAT/BAHAN/SUMBER** 1. Media/Alat : Rekaman untuk Listening, Loud Speaker, Dictionary 2. Bahan : Buku 3. Sumber Belajar : Cambridge Book (Level 4)

PERTEMUAN KE1-(90 MENIT)

Kegiatan Inti (60 menit)	READING Now, read the text carefully.What do you think about the place described below? **CHARACTERISTICS OF JAPAN** 1 *FAST FOOD HEAVEN* › **THE STREETS ARE FULL OF RESTAURANTS** selling noodles and sushi. Noodles look like spaghetti and they're served with fried meat, seafood or vegetables. Sushi is rice served with uncooked fish or vegetables. The flavours are incredible. You can even take a class to learn how to prepare your own sushi. 2 *TECH CULTURE* › **IF YOU WANT TO DISCOVER** the Japanese love of technology, spend some time in a gaming café. Try the Internet Comic Café Manboo, where you can admire thousands of *manga* comics for sale as well as play all the latest computer games. They rent rooms with sofas where gamers can lie down after long sessions. They even have showers – you'd probably need one after an 8-hour overnight gaming session! 3 *FASHIONISTAS* › **BE SURE TO VISIT** the Harajuku district. It's where all the trendy Japanese teens hang out, so be prepared! You're going to see a lot of people wearing 'cosplay' clothing. Cosplay is short for 'costume play' and it's a Japanese pop tradition. Girls and boys dress in incredible costumes inspired by their favourite anime (manga cartoon) or computer game character. 4 *WEIRD AND WONDERFUL* › **TOKYO IS FULL OF UNUSUAL THINGS** to see and do. It's hard to walk a block in Tokyo without seeing loads of vending machines! Most sell cold drinks but others sell things like dog food, umbrellas and hamburgers! How about going to one of the famous cat cafés, where you can play with a cat or a kitten while you drink your coffee? There are around 60 cat cafés in Tokyo! There's even a hedgehog café in Roppongi.

Guru meminta siswa membaca *comprehension questions* dan membahas bersama pertanyaan yang tidak dimengerti.
Setelah itu, siswa membaca bacaan dengan intensif sambil mencoba mencari jawaban pertanyaan.

(Now, read the comprehension questions. Do you understand them? If you don"t understand, we can discuss together)

Siswa kemudian membahas jawaban pertanyaan. Dalam kegiatan ini guru bisa meminta siswa untuk bekerja dalam kelompok yang masing-masing beranggotakan empat orang. Tiap anggota kelompokdiberi nomor, 1, 2, 3 dan 4.

(Now, work in groups of four to answer the comprehension questions below the reading text. Number each member in the group with 1, 2, 3, and 4.Let me check now. Who is number one? Number two? Number 3? Number 4? Good. Now start to work.)
Kegiatan ini merupakan *intensive reading activity,* dan dilakukan denganpembelajaran kelompok model *numbered-heads together.*

COMPREHENSION QUESTION.
Answer the following questions

1 What is sushi?
- **A** a meat and rice dish
- **B** fresh fish and vegetables
- **C** rice with fish or vegetables
- **D** a type of noodle

2 At Manboo, you can't
- **A** buy modern sofas.
- **B** play computer games all night.
- **C** get manga comics.
- **D** have a shower.

3 What happens in the Harajuku district?
- **A** Teens play computer games.
- **B** People go to cosplay cafés.
- **C** Japanese pop stars hang out.
- **D** People wear unusual clothes.

4 A vending machine is something that
- **A** makes drinks.
- **B** sells drinks.
- **C** cooks food.
- **D** sells sushi.

5 Tokyo's cat cafés
- **A** serve Japanese tea.
- **B** have hedgehogs as well.
- **C** are well-known.
- **D** are in the Roppongi district.

TALKING POINTS

Would you like to visit Tokyo? What would you like to see and do there? What sightseeing would you recommend to visitors to your town or country?

Membahas jawaban pertanyaan. Pada saat sharing, guru tinggal memanggil nomor tertentu untuk menjawab. Misalnya, *number one*(s) *what is your opinion?* Maka semua yang nomor 1 mengangkat tangan dan guru tinggal memilih di antara para siswa yang bernomor ini. (Kerja kelompok model *Numbered-head together).*

Setelah seorang siswa bernomor tertentu (1 misalnya) menjawab guru sebaiknya selalu minta konfrmasi dari siswa lain (bisa siswa bernomor 1 atau 2 dan seterusnya) sebelum member pendapatnya.

Number one(s), raise your hands. Okay, now Arkan (whose number isone) what is your answer to question number one? Rafif (whose number is also one) do you agree with Arkan? Why do you think so?
….And so forth.

Task 3:

After Reading the text, in the chart below, identify the main idea of the paragraphs, and the summarize the most important details in your own words: work individually first, then compare your answer to that of your classmates sitting next to you.

Paragraph	Main Idea	Details
1		
2		
3		
4		

Kegiatan Akhir (15 menit)

- Memberi panduan menyimpulkan hasil pembelajaran
- Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- Menyampaikan rencana kegiatan pertemuan berikutnya.

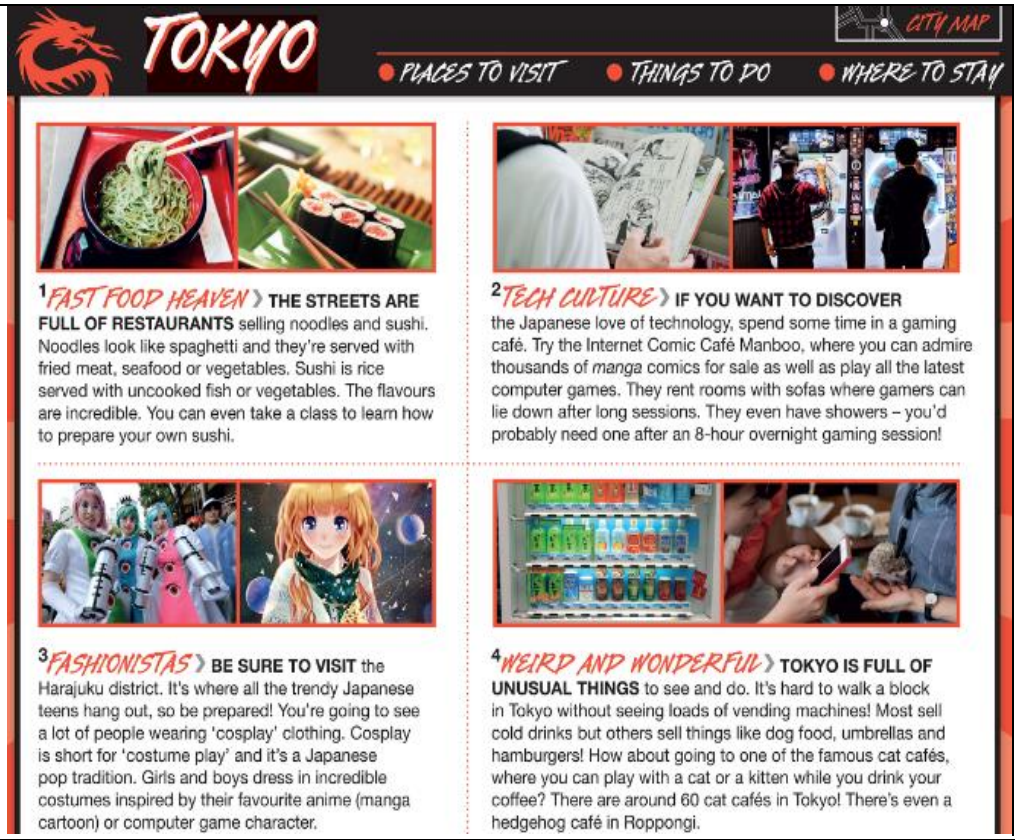
PENILAIAN

Rubrik Penilaian tes tulis

JAWABAN	SKOR
1. Jawaban tepat kalimat benar	3
2. Jawaban kurang tepat kalimat benar	2
3. Jawaban salah dan kalimat kurang pas	1

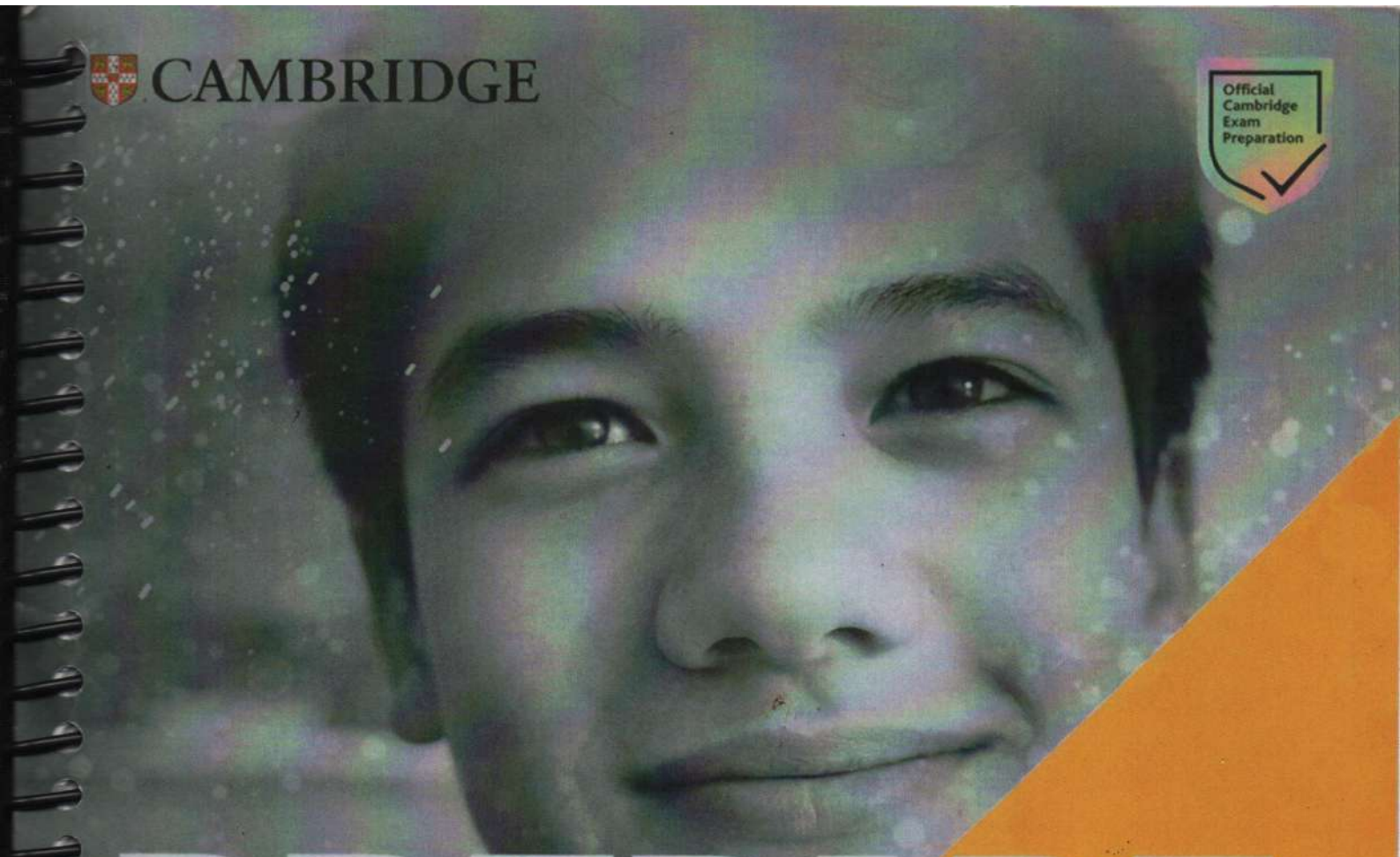
BAHAN AJAR

1	2	3
Full	Uncooked	Taken
Heaven	Incredible	Teech
Like	Unsual	Culture
Served	Prepare	Weird
4	**5**	**6**
Wounderful	Admire	Lie Down
Discover	Well	Have
Love	Play	Need
Spend	Latest	Trendy

BAHAN AJAR	
REFLECTION	Setelah kegiatan pembelajaran usai, guru mengajak siswa untuk melakukan refleksi. Guru juga bisa melakukannya sambil mengevaluasi kemampuan siswa-siswa. Jika ada di antara siswa-siswa yang menjawab *„no"* atas pertanyaan dalam refleksi, guru perlu mempertimbangkan cara mengatasinya untuk diterapkan baik padapembelajaran berikut atau di luar kelas. *Okay, students. You have finished learning this chapter about, Visiting Japan. Do you know how to describe an interesting place? Do you know how to write about an interesting place?* *1. Can you do all the exercises here? Which part is the most diffcult one? Can you do that part well? What is your plan to increase your ability in describing an interesting place?*
PENGAYAAN	Guru memberitahu siswa bahwa *adjective* dan *verb* ada di semua teks bacaan.Guru meminta siswa mencari contoh-contoh *noun* and *verb* dalam buku Cambridge, atau buku-buku lain yang menggunakan bahasa Inggris. *At home, or at the library time, get a scientifc English book, such as a biology or chemistry book. When you read the book, you will get many examples of verb or adjective. Adjective and verb are important element in a descriptive passages. Try to indentify them and how they are constructed or made.*
Daftar Pustaka	Cambridge Book (Level 4)
Materi untuk siswa yang kesulitan belajar	Untuk siswa yang kesulitan belajar topik ini, akan diberi waktu khusus untuk mengulang aktivitas yang sudah dikerjakan dengan Lembar kerja yang sama (drilling).

CAMBRIDGE

Official Cambridge Exam Preparation



PREPARE

TEACHER'S BOOK

WITH DOWNLOADABLE RESOURCE PACK

B1

LEVEL 4

Hilary Plass

Second Edition

8 GOING AWAY

ABOUT YOU

Has your family ever travelled abroad? Where did you go?
Where in the world would you most like to visit? Why?

VOCABULARY International travel

1 **Match the words in the box with A–K in the photos.**

EP

baggage baggage hall
boarding pass check-in desk
customs departure gate
passport passport control
queue security check sign

2 **Work in pairs. Number the photos in order and then use them to describe what you do at an international airport.**

1 You arrive at the airport and you go to the check-in desk. You show ...

3 **Listen and check your answers to Exercise 2.**

33

4 **Complete the sentences with words from Exercise 1.**

1 You have to show your _____ and your ticket at the check-in desk.
2 There's often a _____ for the security check.
3 You need to follow the _____ to your departure gate, where your _____ and your _____ are checked.
4 As you walk through customs, officers might ask to check inside your _____.

5 **Discuss the questions.**

1 What's the difference between a boarding pass and a ticket?
2 What's the difference between a security check and a customs check?
3 What are the best and worst things about air travel?

8 GOING AWAY

Unit Overview

TOPIC	Travel
VOCABULARY	International travel
READING	*We're* off to Tokyo
GRAMMAR	Future: *be going to* and present continuous
VOCABULARY	Phrasal verbs: travel
LISTENING	A talk about a travel writing competition
SPEAKING	Making suggestions
EXAM TASKS	Listening Part 3

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 145; TB page 245
WORKBOOK: pages 32–35
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8; Vocabulary worksheet Unit 8
TEST GENERATOR: Unit test 8

WARMER

Write *Going away* on the board and brainstorm reasons why people travel, for example to visit friends and family, go on business and go on holiday. Ask students to say which is their favourite holiday destination and why. Write key words on the board.

ABOUT YOU

Discuss the first question as a class to find out which families have travelled abroad and where they went. Put students into small groups to discuss the second question before discussing it as a class. Find out which country is the most popular, and nominate individuals to explain why. Ask students whether they enjoy travelling, either abroad or in their own country, and why / why not.

VOCABULARY International travel

1 In pairs, students look at the words in the box and discuss the meanings. After a few minutes, check understanding and drill pronunciation, paying attention to *baggage* /ˈbæɡɪdʒ/, *boarding* /ˈbɔːdɪŋ/, *customs* /ˈkʌstəmz/, *departure* /dɪˈpɑːtʃə/, *queue* /kjuː/, *security* /sɪˈkjʊərəti/ and *sign* /saɪn/. Tell students to look at the photos and find the airport words. Invite different students to use the words to describe each photo. In pairs, students match the words in the box with the photos. Check answers with the class.

Answers

A baggage hall B baggage C security check D check-in desk E boarding pass F passport control G passport H queue I departure gate J customs K sign

2 Read out the example sentence and ask students to say what the next step is. They continue in pairs, using the photos to help them. Remind them to use the words in Exercise 1. Monitor and help as necessary. Invite different students to say what happens next and nominate others to continue but do not give any feedback at this stage.

3 35 Explain to students that they are going to listen to instructions about what to do at an international airport. They should listen and find out if their answers to Exercise 2 are in the correct order. Play the recording and let students check their answers. Check answers with the class.

Answers

The order is:
1 top right – You go to the check-in desk and get your boarding pass.
2 top centre – You go through the security check.
3 bottom left – You go to the departure gate.
4 middle left – You arrive and go through passport control.
5 top left – You go to the baggage hall and collect your baggage.
6 bottom middle – You go through customs.
7 bottom right – You walk out into Arrivals.

» AUDIOSCRIPT TB PAGES 267–268

4 Put students into pairs to complete the exercise. Ask individual students to read out their sentences and ask the class if the answers are correct.

Answers

1 passport
2 queue
3 signs, boarding pass / passport, passport / boarding pass
4 baggage

5 Put students into pairs and read out the questions. Suggest that students write definitions for the words in question 1. In question 2, they should think about the purpose of the checks and when they take place. For question 3, they should think about the best and worst things for people travelling by plane and also for the environment.

Answers

1 You buy a ticket in a travel agent's or online. This covers a whole journey of one, two or more flights. The boarding pass is your seating ticket for an individual flight.
2 The security check is to stop people taking anything dangerous onto a plane before a flight. The customs check happens after a flight. Customs officers check that you have paid tax on things that you are bringing into the country. They are also looking for anything that's illegal.
3 Students' own answers

READING

BACKGROUND INFORMATION

Roppongi is a wealthy district in the centre of Tokyo. The nightlife is popular with both locals and foreigners. Internet cafés in Japan provide more than just internet service. They're also stocked with manga comics and magazines. However, internet café customers in Tokyo aren't only there for the online access or the comics, but because a night in an internet cafe is cheaper than getting a room at a regular hotel or taking a taxi home after the trains stop running. Harajuku is known internationally as a centre of Japanese youth culture and fashion. Shopping and dining options include many small, youth-oriented, independent boutiques and cafés, but the neighbourhood also has many larger international chain stores and luxury shops.

1 Ask students what they know about Tokyo and find out if anyone has been there. Read the question. Students read Olivia's blog entry and compare their answer with a partner. Check the answers. Check understanding of *sightseeing* (*visiting places that are interesting because they are historical, famous, etc.*). Ask them if Olivia wants to look around the shops. Ask students if they have any other suggestions of things to do in Tokyo.

Answers

sightseeing, visit a cat café, try gaming

2 Ask students to look at the headings, photos and labels in the online guide, and find out how much they know about Japanese food, *manga* comics and *anime*. Tell them they will find out more when they read the guide. Read out the question and set a short time limit for students to find the answers.

Answers

paragraphs 2 and 4

3 Explain to students that they are going to read the guide in more detail this time. Tell them to look at each question and predict the paragraph where they will find the answer. Explain that it is not essential to understand every word but they should try to work out the meaning of new words from the context. Monitor and help as necessary and tell students to compare answers with a partner. Check answers as a class and ask students to explain how they chose the correct option in each question. Check any new vocabulary (for example, hedgehog).

Answers

1 C 2 A 3 D 4 B 5 C

The Reading text is recorded for students to listen, read and check their answers.

MIXED ABILITY

Advise weaker students to read each paragraph and check all four options carefully to work out which ones are incorrect and why. Then they should check that the remaining option is the correct one.

FAST FINISHERS

Ask fast finishers to write definitions for *trendy*, *character* (both in paragraph 3), *block* and *kitten* (both in paragraph 4). They read out the definition and paragraph number and the rest of the class find the correct word.

TALKING POINTS

Put students into small groups to discuss the questions about Tokyo. Monitor and help as necessary before inviting feedback as a class. Write key words on the board. Discuss the question about sightseeing in your country as a class. Make a list of interesting places on the board and have a class vote on the best places to visit.

COOLER

Ask students to call out a list of things they need to take with them for a beach holiday. Accept all reasonable suggestions. Write the items on the board. Then divide the class into small groups of three to make a list of things of the ten most important items. They can add anything that is not on the list. Ask the groups to share their lists and see if they agree.

READING

1 Read Olivia's blog entry. What does she plan or intend to do in Tokyo?

2 Read the online guide to Tokyo. Which paragraphs mention things that are in the blog?

WE'RE OFF TO TOKYO

Posted 3.15 pm

I can't wait! We're leaving on Saturday – a taxi is picking us up at 8 am and we're going straight to the airport. We're going to have a great time! On the first day, we're going sightseeing in and around the Roppongi district. We're going to visit a cat café and have a go at gaming. Apart from that, I'm not sure. Mum says we're going to look around the shops but I'm not so sure about that. I've found this great guide to the city, but has anyone got other suggestions?

Olivia Burton

TOKYO

CITY MAP

• PLACES TO VISIT • THINGS TO DO • WHERE TO STAY

1 FAST FOOD HEAVEN › **THE STREETS ARE FULL OF RESTAURANTS** selling noodles and sushi. Noodles look like spaghetti and they're served with fried meat, seafood or vegetables. Sushi is rice served with uncooked fish or vegetables. The flavours are incredible. You can even take a class to learn how to prepare your own sushi.

2 TECH CULTURE › **IF YOU WANT TO DISCOVER** the Japanese love of technology, spend some time in a gaming café. Try the Internet Comic Café Manboo, where you can admire thousands of *manga* comics for sale as well as play all the latest computer games. They rent rooms with sofas where gamers can lie down after long sessions. They even have showers – you'd probably need one after an 8-hour overnight gaming session!

3 FASHIONISTAS › **BE SURE TO VISIT** the Harajuku district. It's where all the trendy Japanese teens hang out, so be prepared! You're going to see a lot of people wearing 'cosplay' clothing. Cosplay is short for 'costume play' and it's a Japanese pop tradition. Girls and boys dress in incredible costumes inspired by their favourite anime (manga cartoon) or computer game character.

4 WEIRD AND WONDERFUL › **TOKYO IS FULL OF UNUSUAL THINGS** to see and do. It's hard to walk a block in Tokyo without seeing loads of vending machines! Most sell cold drinks but others sell things like dog food, umbrellas and hamburgers! How about going to one of the famous cat cafés, where you can play with a cat or a kitten while you drink your coffee? There are around 60 cat cafés in Tokyo! There's even a hedgehog café in Roppongi.

3 **Read the online guide again and choose the correct answers.**

1 What is sushi?
- A a meat and rice dish
- B fresh fish and vegetables
- C rice with fish or vegetables
- D a type of noodle

2 At Manboo, you can't
- A buy modern sofas.
- B play computer games all night.
- C get manga comics.
- D have a shower.

3 What happens in the Harajuku district?
- A Teens play computer games.
- B People go to cosplay cafés.
- C Japanese pop stars hang out.
- D People wear unusual clothes.

4 A vending machine is something that
- A makes drinks.
- B sells drinks.
- C cooks food.
- D sells sushi.

5 Tokyo's cat cafés
- A serve Japanese tea.
- B have hedgehogs as well.
- C are well-known.
- D are in the Roppongi district.

TALKING POINTS

Would you like to visit Tokyo? What would you like to see and do there? What sightseeing would you recommend to visitors to your town or country?

GRAMMAR Future: *be going to* and present continuous

1 **Read the examples. Then complete the rules with *be going to* or *present continuous*.**

1 We're going to look around the shops.
2 We're leaving on Saturday.
3 Be prepared! You're going to see a lot of people wearing 'cosplay' clothing.

We use:
a _____ to talk about future plans and arrangements, usually with a specific time reference (for example, *next week, in August*).
b _____ for things we intend to do some time in the future, sometimes with a non-specific time reference (for example, *one day, some time*).
c _____ when we predict things that we know are likely.

» GRAMMAR REFERENCE AND PRACTICE PAGE 145

2 **Complete the conversation with the correct form of *be going to* and the verbs in brackets.**

Olivia: We [1] _____ (fly) to Tokyo on holiday! I'm really looking forward it.
Zayne: I was in Japan a few years ago. Tokyo's amazing. You [2] _____ (have) a great time! What [3] _____ (you / do)?
Olivia: We [4] _____ (visit) a cat café.
Mum: And we [5] _____ (go) shopping!
Olivia: What? I [6] _____ (not walk) around the shops! I [7] _____ (find) a good gaming café.
Zayne: [8] _____ (you / try) sushi with fish?
Mum: No way! I [9] _____ (not eat) uncooked fish!

3 **Choose the correct form of the verbs.**

1 Next month, I *going to* / *'m going to* return your bicycle.
2 We *'re going to* / *going to* visit Argentina
3 They *aren't going to meet* / *met* at the bus stop.
4 I *'m going to working* / *'m going to work* in a sports shop. That's my plan.
5 You're going to *come* / *coming* to the UK one day.
6 They *aren't going* / *not going* to join us.

4 **Make sentences with the present continuous or *be going to*.**

0 we / visit / Turkey one day
We're going to visit Turkey one day.
1 I / get / the bus at 6.45 pm
2 I / cycle / to your house next time
3 they / not buy / a new TV
4 we / walk / home after school today
5 The sky is dark and cloudy. I think / it / rain
6 we / not catch / the 5.30 train / tomorrow

5 **Make notes about your plans and arrangements for next weekend. Use the ideas in the box or your own ideas. Discuss your plans and arrangements in pairs.**

go shopping go to a gig or to the cinema
hang out in town meet some friends
study visit my grandparents
watch a football match

A: *What are you doing next weekend?*
B: *I'm going shopping on Saturday. I'm going to buy some new jeans.*

VOCABULARY Phrasal verbs: travel

1 **Read the sentences. Choose the correct meanings of the phrasal verbs.**

1 We're going away at the weekend.
a staying at home **b** visiting another place
2 They set off at 9.30 this morning.
a left a hotel **b** started a journey
3 When are you getting back?
a arriving in another place
b returning
4 What time did the plane take off?
a leave the ground **b** arrive after a flight
5 We're going to check in early.
a arrive at a hotel or for a flight
b reserve a hotel or a flight
6 See you at 4.00. My flight is getting in at 3.45.
a arriving **b** leaving
7 I can't wait to look around Moscow.
a visit a place and look at the things in it
b feel happy that something is going to happen
8 My dad is going to pick up my mum at the station.
a call **b** collect

2 **Complete the questions. Use the correct form of the phrasal verbs in Exercise 1.**

1 What time do you _____ for school every morning?
2 Who normally _____ you and your friends from school?
3 Do you usually _____ or stay at home in the holidays?
4 Do you like _____ old places?
5 What time do you _____ from school in the afternoon?
6 When did you _____ from your most recent holiday? Where did you go to?
7 How do you feel when your flight _____ and lands?
8 Can you explain what you have to do when you _____ to a hotel?

3 **Ask and answer the questions in Exercise 2.**

4 **» Work with a partner. Turn to page 121.**

GRAMMAR Future: *be going to* and present continuous

WARMER

Draw an open double page of a diary on the board and write the days Monday to Sunday. Write some appointments and events in note form, for example *doctor, cinema, basketball, wedding*. Explain that this is your diary for next week and ask students what you're doing on a particular day to elicit the present continuous.

1 Tell students to read the sentences, taken from the Reading on page 47, and elicit the verb forms in each one. In pairs, students complete the rules, referring back to the example sentences for help. Ask which sentence matches each rule (*1–b, 2–a, 3–c*). Ask students if they have definite plans for the weekend to elicit the present continuous. Ask them what they're going to do when they get home today to elicit answers with *be going to*.

Answers

a present continuous
b be going to
c be going to

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 245

2 Ask students what they remember about Olivia's blog post on page 47. Students read the conversation and fill the spaces using *be going to* and the verbs in brackets. Remind them to include the correct form of *be*, to use contractions where possible and to use *to* before the infinitive. They compare answers with a partner. Check answers with the class.

Answers

1 're going to fly
2 're going to have
3 are you going to do
4 're going to visit
5 're going to go
6 'm not going to walk
7 'm going to find
8 Are you going to try
9 'm not going to eat

3 Read the instructions and tell students to complete the exercise and then compare answers with a partner. Check answers with the class and ask individual students why they rejected the incorrect form.

Answers

1 'm going to
2 're going to
3 meet
4 'm going to work
5 come
6 aren't going

4 Students read the example sentence. Check understanding of *one day*. They underline the time references in the prompts. Refer them to the rules in Exercise 1 as they write the sentences and then compare answers with a partner. Invite different students to read out the sentences.

Answers

1 I'm getting the bus at 6.45 pm.
2 I'm going to cycle to your house next time.
3 They aren't going to buy a new TV.
4 We're walking home after school today.
5 The sky is dark and cloudy. It's going to rain.
6 We aren't catching the 5.30 train tomorrow.

FAST FINISHERS

Ask fast finishers to write two sets of prompts as in the exercise, one for the present continuous and one for *be going to*. They exchange them with another fast finisher to write the sentences using the correct tense.

5 Ask two students to read the example conversation aloud. Tell them to look carefully at Speaker B's response and elicit why the different forms are used. Students look at the activities and make notes which are true for them. They discuss their plans with a partner. Invite pairs to repeat their conversations for the class. Find out who has similar plans.

Answers

Students' own answers

» GRAMMAR WORKSHEET UNIT 8

VOCABULARY Phrasal verbs: travel

1 Remind students of the phrasal verbs about relationships from Unit 7. In this exercise they are going to learn some phrasal verbs about travel. In pairs, they read the sentences and choose the correct definitions. Check answers and the past tenses of irregular verbs: *go–went, set–set, get–got, take–took*. Ask students for the opposite of *take off* and *check in* (*land, check out*).

Answers

1 b 2 b 3 b 4 a 5 a 6 a 7 a 8 b

2 Students read the sentences. They complete the exercise, thinking carefully about the correct form of the phrasal verb. Invite different students to read out their sentences and check answers as a class.

Answers

1 set off 2 picks up 3 go away 4 looking around 5 get in 6 get back 7 takes off 8 check in

3 Model the activity by asking a confident student the first question. In small groups, students ask and answer the questions. Invite students to tell the class about members of their group.

Answers

Students' own answers

4 Students turn to page 121 and read the instructions. Tell them to be imaginative and to use as much travel vocabulary as they can. Ask individual students to read out their sentences.

Answers

Students' own answers

» VOCABULARY WORKSHEET UNIT 8

LISTENING

1 Tell students to look at the photo and read the questions. Accept any reasonable suggestions and ask them if they would enjoy this activity.

Answers

Students' own answers

2 Tell students they are going to hear some information about a travel competition. First, they are going to complete some notes to help them. Ask students to read the notes and think about what kind of information could go in each space. Invite different students to share their ideas.

MIXED ABILITY

Put weaker students with stronger students who can help them with their note-taking.

Answers

1 a place name
2 a period of time
3 something of interest when you travel
4 a number
5 a month
6 personal information, for example a phone number, a photo, an address

3 **B1 Preliminary for Schools Listening Part 3**

In this part, students' ability to listen for specific information is tested. It consists of a monologue and a set of notes with some missing information which may be one or two words, a number, or a date or a time from the recording. Students hear the recording twice.

Tell students they are going to complete a competition entry. They are going to hear a teacher telling his students about the competition. Tell them to listen carefully because they will hear more than one possible answer for each of the spaces. For example, more than one country is mentioned but only one is the destination of the trip. Play the recording. Students complete the notes and compare answers with a partner.

4 Play the recording again for students to check their answers. Invite different students to read out the notes. If necessary, play the recording a third time pausing after each answer and asking students to identify the distractors. For example, in the first space, the other countries which are mentioned (*Cambodia*, *Peru* and *South Africa*) have been destinations in the past. Ask the class whether they would like to enter the competition and to say why or why not.

Answers

1 Canada
2 weeks
3 (the) culture
4 1,500
5 February
6 email address

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SPEAKING Making suggestions

1 Ask students to read the two questions and ask why the tenses are different (*present simple for regular activities, present continuous for definite plans*). In pairs, students discuss the two questions. Invite different students to tell the class about their partner.

Answers

Students' own answers

2 Tell students that they are going to listen to a conversation between two friends who are planning what to do at the weekend. Ask them to predict what activities they might talk about. Play the recording for students to listen and check their ideas.

Answers

They decide to visit the National Football Museum.

3 Books closed. Brainstorm a list of phrases which could be used to make suggestions and write them on the board. Then ask students to read the phrases in the *Prepare to speak* box and compare them to their own ideas. Play the recording for students to make a note of the phrases they hear. They compare their answers to the phrases in the box and say which one they didn't hear.

Answers

... might be a better idea.

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4 Put students in new pairs and set a short time limit for them to choose three activities to talk about. Check understanding of the activities in the box and explain that they can use these ideas or their own ideas. Monitor and help as necessary.

Answers

Students' own answers

5 Monitor as students discuss the ideas, giving positive feedback when they use phrases from the *Prepare to speak* box. Ask different pairs what they have decided to do, and encourage them to give further information using *be going to* or the present continuous, for example *We're visiting a cool museum on Saturday. We're going to eat lunch in a cafe, too.* Ask some of them to repeat their conversation in front of the class.

Answers

Students' own answers

COOLER

Describe an activity from Exercise 4, for example 'I'm feeling quite hot and I'm having a delicious ice cream. Where am I?' (*the beach*). Whoever answers correctly takes a turn to describe where they are using the present continuous for the rest of the class to guess. Try to ensure as many students as possible take a turn at describing where they are.

LISTENING

1 **Look at the photo and make predictions.**

1 Where do you think this is?
2 What is the person doing?
3 Where is the person going?

2 **Read the notes and look at the spaces. What kind of information is needed for each space?**

TRAVEL WRITING Competition

First prize: Trip to (1) _____.

Length of trip: two (2) _____.

Competition details

What you must mention: the people, (3) _____ and the local environment.

Maximum number of words to write: (4) _____.

Closing date of competition: 19th (5) _____.

What information to include when you apply: (6) _____.

3 **Listen and complete the notes. Compare answers with your partner.**

4 **Listen again to check, and correct any mistakes.**

SPEAKING Making suggestions

1 **Discuss the questions in pairs.**

1 What do you usually do at the weekend?
2 What are you planning to do next weekend?

2 **Listen to two friends planning their weekend. What do they decide to do?**

3 **Read the *Prepare to speak* box. Then listen again. Which phrase don't you hear?**

PREPARE TO SPEAK

Making suggestions

Suggesting ideas
Why don't we ...?
What about ...?
How about ...?
We could ...

Agreeing with ideas
That's a good idea.
That sounds great!

Disagreeing with ideas
I'm not sure.
The problem with that is ...
... might be a better idea.

Making a decision
Yes, let's do that.

4 **Work in pairs. Choose three possible activities for the weekend. Use the ideas in the box or your own ideas.**

go walking in the mountains | go to the beach
hang out in a country park | go sightseeing
visit a cool museum

5 **Discuss the three activities and agree what to do. Use phrases from the *Prepare to speak* box.**

LIFE SKILLS INTERPERSONAL SKILLS

DEALING WITH CONFLICT

1 **Ask and answer the questions with a partner.**

1 Do you get along well with most people?
2 What things make you feel upset or angry?
3 What do and your friends argue about?

2 **Read the text quickly. Match the titles (A–D) to four of the tips.**

A Live and learn
B Be clear and kind
C Stay calm
D Think together

LIFE SKILLS

Dealing with conflict

We never have exactly the same ideas or opinions as our friends or family members. We often disagree with people and sometimes we get angry or have arguments. When that happens, we need to deal with conflict in a positive way and work together to solve the problem.

Friends *and* arguments

Tips for dealing with conflict

What happens when you and your friends argue? How should you react when they get angry or upset with you? Follow these helpful tips to deal with conflict in your friendships and find a solution that works for everyone.

1 _____. When we're angry, we might say or even scream things that aren't kind. It's always better to keep cool and think carefully before we speak. Count to ten in your head, and if you can't relax, then walk away. Sometimes you have to do that!

2 **Listen first.** Give the other person a chance to speak without interrupting them. You have to listen carefully and pay attention to your friend's face and body language. Try to imagine how your friend is probably feeling at that moment.

3 _____. You have to be honest about your thoughts and feelings. Explain the problem clearly and say what you need from your friend. You should choose your words carefully and try to be nice to the other person. You don't want to start a new argument!

4 **Admit your mistakes.** Remember that even the best people make mistakes and nobody is perfect. It's OK to make mistakes, but we have to admit them and then say we're sorry. We should also forgive other people when they apologise for their own mistakes.

5 _____. Two heads are always better than one. You should have a conversation with your friend about how you could solve the problem. And you don't have to keep it a secret. You can get help from another friend or an adult if that's helpful.

6 **Cool down.** After you've had a serious argument, it's good to relax and cool down. When you feel better, you should go for a walk with your friend or maybe you can do something fun. Why not play a sport or watch your favourite TV show together?

7 _____. Arguments are a normal part of life, and we don't have to worry about every disagreement. But we should try to learn from them. After all, we don't want to repeat the same mistakes again! Think about what happened, and remember that lesson for the future.

LIFE SKILLS

Learning Objectives

- The students learn about ways of dealing with conflicts.
- In the project stage, they write and act out a dialogue about resolving a conflict.

Vocabulary

admit body language disagreement interrupting scream solve

BACKGROUND INFORMATION

It can help to know the origin of a conflict when deciding how best to deal with it. According to experts, conflict arises from three main sources: limited resources such as time, money and property; unlimited basic needs such as belonging, power, freedom and fun; different values such as beliefs, priorities and principles. Equally, there are three basic responses. One response involves either denying the existence of a conflict or simply giving in. The opposite response is to resort to verbal or physical aggression. While these may be natural reactions, they are unlikely to lead to a satisfactory outcome. A potentially more successful approach involves listening, understanding, respecting and resolving, as discussed in the Reading text in this unit. Many of these ideas, known as choice theory, were developed by the American psychiatrist William Glasser (1925–2013).

WARMER

Revise vocabulary, including phrasal verbs, from Unit 7. Suggested words: *annoyed, apologise, fault, trust* (verb); suggested phrasal verbs: *fall out, get on, make up, split up*. Divide the words and phrasal verbs into two groups, A and B, and write them on the board. Divide the class in half and assign them one list each. In pairs, students write four sentences, each one using a word in their list. Bring the class together and ask for volunteers to read out their sentences.

LIFE SKILLS

Dealing with conflict

Students read the text. Check understanding of *deal with* (*take action in order to achieve something or find the answer to a problem*) and *solve* (*find the answer to a problem*). Ask students if they agree and what might happen if two people or groups don't solve the problems they have with each other.

1 Read the questions, check understanding of *upset* (*the state of being unhappy, annoyed or worried*), and explain that *get along well* means the same as *get on well*. Students discuss them in pairs and then report back to the class. Write key words on the board.

Answers

Students' own answers

2 Students read the title of the text and read the introduction. They look at the four headings before reading the text quickly and matching them to the four tips with missing headings. Tell them not to worry about any new vocabulary at this point. They compare answers with a partner. Check answers with the class and ask students to give reasons for their answers. Ask them to describe what is happening in the photos (*two girls appear to be in the middle of a disagreement; two boys, one is speaking and the other is listening, so maybe they are trying to deal with a conflict*).

Answers

A 7 B 3 C 1 D 5

The Reading text is recorded for students to listen, read and check their answers.

TEACHING NOTES FOR STUDENT'S BOOK PAGE 51

3 Students read the sentences and underline the key words. They read the text more carefully to identify the similar ideas. Monitor and help as necessary. Check answers as a class.

Answers

1 Remember that even the best people make mistakes and nobody is perfect. (Tip 4)
2 After you've had a serious argument, it's good to relax and cool down. (Tip 6)
3 When we're angry, we might say or even scream things that aren't kind. (Tip 1)
4 (After all,) we don't want to repeat the same mistakes again! (Tip 7)
5 Try to imagine how your friend is probably feeling at that moment. (Tip 2)
6 You can get help from another friend or an adult if that's helpful. (Tip 5)

MIXED ABILITY

Put students into mixed ability pairs to look at the heading of each tip, 1–7, and predict where they might find similar ideas to the sentences in the exercise.

4 Students read the six options and match them to the highlighted words in the text. They should look at the context, including the sentences immediately before or after the highlighted words. Ask for volunteers to read out the definitions and give the correct answer.

Answers

1 admit 2 interrupting 3 solve 4 disagreement 5 scream 6 body language

FAST FINISHERS

Ask fast finishers to choose three words from the following list and write a definition for each one: *forgive* (*stop feeling angry with someone for something they have done*), *chance* (*opportunity*), *cool down* (*become calm*), *ignore* (give no attention to someone or something), *keep cool* (*stay calm*), *walk away* (*stop taking part in a difficult situation*).

5 In small groups, students discuss the questions. Monitor and help as necessary. As a class, discuss which conflicts are the most frequent, for example arguing about borrowing and lending possessions or about not being reliable. Compare different ways to deal with a particular conflict, such as reacting aggressively as opposed to listening and being sensitive to each other's needs. Students give their opinions about the tips in the text. Ask them which they think are most useful and if they can think of any other ways of dealing with conflict.

Answers

Students' own answers

40 6 Students read the questions, look at the photo of Michael and suggest why he could be upset. Remind them of the tips in the Reading text. Play the recording. Students compare ideas with a partner.

Answers

Michael is upset with Amy because she is late, and she is often late.
Yes, they use some of the suggestions. They both make an effort to calm down. Michael is honest about his feelings. They try to laugh about it and they make suggestions for how to improve the situation in the future, and they go for a walk.

40 7 Students read the questions and, in pairs, write down any information they can remember. Play the recording again so they can check what they have written and add any extra information. Check answers with the class. Play the recording again, if necessary. Point out how important tone of voice is. Apart from the words Michael and Amy use, we can learn a lot about how they feel from the way they sound. Play the first two lines of the conversation and elicit how Michael is feeling (*annoyed, impatient*) and how Amy sounds (*in a hurry, out of breath*). Continue in the same way. Divide the class into two groups, one group is Michael and the other is Amy. Students repeat the conversation line by line, copying the intonation. Then the groups exchange roles.

Answers

1 half past five
2 her sister
3 thirty minutes ago / five o'clock
4 She listens to music or chats on her phone and forgets about the time.
5 Michael suggests sending Amy a text to remind her, and she offers to set an alarm on her phone and to call Michael if she is going to be late.
6 He wants to go for a walk and go to a comic shop.

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8 Put students into pairs to read the words in the box and to complete the sentences in the *Useful language* box. Check the answers with the class and put students into pairs to practise saying the sentences with appropriate intonation.

Answers

1 always 2 tired 3 Why 4 about 5 fault 6 idea

PROJECT *Resolving a conflict*

Tell students that they are going write a dialogue about resolving a conflict. Ask them to choose a situation and imagine that two of their friends are having an argument about it. They are going to discuss the situation and think about how they can help their friends to deal with the problem in the best way. Then they are going to write a conversation and act it out in pairs. First, they read the questions and discuss their ideas. Tell them it's a good idea to make notes of their ideas. They write their conversation and act it out. Remind them to use the vocabulary from the Reading text and the *Useful language* box. Monitor and help as necessary. Ask different pairs to act out their conversation for the class. While they listen, the class should decide on which suggestions are the most helpful. Depending on the time available, they could repeat this with another situation.

PROJECT EXTENSION

In small groups, students make a poster with their top tips for resolving conflicts. Encourage them to use pictures and graphics to make their posters attractive. Display them in the classroom and have a vote on the best poster.

COOLER

Have a brief discussion about the importance of non-verbal language, such as body language and facial expressions, to show our feelings. Explain that students are going to use body language to express how they are feeling, and give them an example yourself. The class guesses how you are feeling. Ask for volunteers to continue the activity. If they need help, write different feelings on pieces of paper, for example *angry, bored, cheerful, friendly, impatient, miserable, patient, serious, shy, stressed, unfriendly*.

3 **Match the sentences to similar ideas in the text.**

1 Nice people sometimes do things that aren't right.
2 You should do something to make you feel calm after an argument.
3 We sometimes say bad things to people when we're angry.
4 We don't want to have the same problem twice.
5 Try to put yourself in the other person's place.
6 A third person could help you find an answer.

4 **Match the highlighted words in the text to the meanings.**

1 say that something is true or real
2 stopping someone who is speaking
3 find the answer to something or stop a problem
4 when people have a different opinion about something
5 shout something very loudly, in a high voice
6 movements and positions of your body and face that show other people how you are feeling, without using words

5 **Discuss the questions.**

1 When was the last argument you had with a friend? What did you argue about?
2 How did you deal with the conflict? Did you use any tips from the article?

6 **Listen to a conversation. Why is Michael upset with Amy? Do they use any of the suggestions in the article to find a solution?**

7 **Listen again and answer the questions.**

1 What time did Amy arrive?
2 Who has got Amy's bicycle right now?
3 When did Michael and Amy plan to meet?
4 Why does Amy usually arrive late?
5 What solutions do Michael and Amy discuss?
6 What does Michael want to do right now?

8 **Complete the *Useful language* phrases with the words in the box.**

about	always	fault	idea
tired	why		

USEFUL LANGUAGE

Dealing with conflict with a friend

You've _____ got an excuse.
I'm getting _____ of this.
_____ are you so angry?
I'm sorry _____ that.
It wasn't my _____.
I've got an _____.

PROJECT

Resolving a conflict

Work with a partner. Write a dialogue about two friends who are having an argument. Use the situations and questions below to help you.

- forgetting someone's birthday
- not inviting someone to a party
- borrowing and losing something
- always arriving ten minutes late

1 Who are the people in your dialogue?
2 What are the people arguing about?
3 Which person started the argument?
4 How could they solve the problem?
5 What can they do after the argument?

Act out your dialogue for the class.