

## **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.