

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present six topics related to this study. Those include Background of the Study, Statement of Research Problem, Objective of the Research, Significant of the Study, Scope and Limitation of the study, and Definition of Key Terms.

A. Background of the Study

Learning language is very important in human life, because language plays many important roles such as for developing art, culture, science, technology, for communication between people for interact on finding a job. Nowadays, many companies want those people who knows more than one language. So, people who are able to speak more than one language will be easier to get a job rather than the person who are able to speak just in one language. As like Diaz (1985) stated that bilingualism (the person who able to speak in more than one language) is more likely to cause increased cognitive ability than the reverse. It means that bilingualism will be easier to get the job rather than monolinguals. Besides, there are some advantages of being bilingualism, such as increasing the ability in problem solving, multitasking and decision making, good in listening skill, and also have a good ability to use possessed information in new ways. So, because of the advantages of being bilingualism above the people need to master second language to get better future.

English is one of important languages that should be mastered by people to follow the globalization era. As Freeman (1986) stated that English is used for communication of the most countries in the world or as an international language. Moreover, Indonesia becomes one of country that include in ASEAN Economy Community (AEC) or Masyarakat Ekonomi

ASEAN (MEA). Regarding to ASEAN Economy Community, English is essentially needed to be mastered by everyone because English become the first language that is used by international community, especially in ASEAN Economy Community. In relation to that, Indonesia has been carrying out teaching English as Foreign Language in almost level of schools, starting to be taught in basic primary school until secondary school. It is done in order to introduce the children about English as a world language early on. In Indonesia, English is taught from kindergarten level to senior high school level. Since English becomes an international language, most of the country in the world takes English as a compulsory subject in education curriculum.

Curriculum is an umbrella of education, it is because the objectives of education are stated in curriculum. Basic skills like reading, writing, speaking and understanding in certain language can be developed properly by applying suitable curriculum. The curriculum emphasizes the students' competence, and it has some orientations, such as the students get meaningful experience in teaching and learning process and they can enjoy the process in some variations that are appropriate with their needs. It means that the student is expected to be creative and innovative with competence that they need in their life. When, we conduct teaching learning process we must follow the curriculum so we know the goal that will be reached. An effective curriculum's change and implementation requires time, personal interaction, in- service training, and other forms of people-based support (Fullan, 1993). It means that the teacher needs to be creative and innovative when apply the curriculum in teaching learning process, so the curriculum can be applied effectively.

The function of education as stated in education law No.20/2003 is to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners potentials so that they become persons imbued with human values who are faithful and pious to one and only God, who possess morals and noble

character, who are healthy, knowledgeable, competent, creative, independent, and as citizens are democratic and responsible. Then, in order to achieve the goal of education above Indonesia has applied two curriculum that is; KTSP and K13. Historically-chronologically, the education curriculum in Indonesia itself has undergone various revisions, adjusted to the mainstream that developed at that time. Many things that the development of the direction of thinking to renew the education curriculum, one of which is the centralization of education so that later the space for a democratization of education gets a decent portion. In this case, the Minister of National Education has a dominant role in determining all the desires of the authorities, in this context the politicization of the education world is very influential in the phenomenon of life.

In the history of the curriculum in Indonesia, since 1947 until now it has experienced repeated curriculum changes, from the 1947 curriculum, the 1952 curriculum (Disciplinary Learning Plan), the 1964 curriculum (1964 Education Plan), the 1968 curriculum, the 1975 curriculum, the 1975 curriculum, the 1984 curriculum, the curriculum 1994, 2004 curriculum (KBK), KTSP curriculum, the latest with the emergence of the 2013 curriculum. Curriculum changes are intended to adjust the curriculum itself so that it can adjust with time. When examined, the essence of changes in the 2013 curriculum touches on four aspects, namely passing, process standards, content standards, assessment standards.

English has several advantages when it has been taught since in an elementary school. The first advantage is an elementary school age is a brilliant time to learn a second language. According to brain imaging technological research conducted in California, Los Angeles, children aged 6-13 years old who are commonly known as in critical periods, states that areas of the brain that organize a language skill has the most rapid growth. The second advantage is preparation to face English in a junior high school. When the students have graduated from an elementary school, then they enroll to a junior high school, English is not strange anymore

to them because they ever got an English lesson in the elementary school. In a junior high school, an English lesson is a compulsory subject and English is a foreign language so the student should learn it since in an elementary school to avoid difficulties. The third advantage is the preparation to face the globalization era. In this globalization era everyone is supposed to be competent and improve his or her quality in order to face the challenges of life.

Nevertheless, students who are generally weak in English language learning were found in many parts of the world, especially for the countries that English is not spoken as the mother tongue. Hashemi (2011), identified that students' weakness in English language learning is due to the differences of social contexts, cultural environments. Many reasons that cause students poor performance of their learning English as a foreign language such as the weakness of curriculum design, lack of English teachers, and lack of students' learning motivation. According to John & Ehow (2011), the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. In addition, Murray & Christison (2010), observed that many students think English is only a school subject and they don't see its significance for their prospective employment to work with multinational or national companies where English is employed. Hutchinson & Waters (1991); Susanna (2007), pointed out that the mismatch between the students' conceptual or cognitive capacities and the learners' English proficiency level often cause problems for students because the students' learning style and teachers' teaching approach do not match and also the English course does not relate to the students' needs and interests. Susanna (2007), also claimed that weak students usually have poor strategies and give up easily when they find struggle. Therefore, to enrich the goal of language learning and to help students improve their English language the program of language teaching must pay attention with the learners' need in language learning.

To respond those phenomena, we need to change the style in teaching learning English in order to achieve the goal of education and also the goal of teaching English itself. In general there are two type of school. First is public school and the second one is private school. For public schools, they must apply the national curriculum that is suggested by government, but for private school they can apply both national and international curriculum. The international curriculum that usually applies by private school is Cambridge Curriculum.

Cambridge curriculum is an international curriculum that is developed by Cambridge University. In Indonesia there are 166 schools that used Cambridge Curriculum and more than 9000 schools that spread in 160 countries apply Cambridge curriculum. Mr. Gary Tan as headmaster and CEO of Raffles International Group of Jakarta School said “We choose Cambridge IGCSE, because the standard of this curriculum has a vowel by world. One of the superiority of Cambridge curriculum is train the students to have critical thinking, capability in analyzing, ability in presentation and solve problem. Because of that, the students are expected to have confidently speak in the public. This curriculum ensure 4 things; fluency in English language, international perspective, modern education, and the opportunity to study in the world’s best campus. Cambridge curriculum is suitable for teaching English, because in Cambridge curriculum students will be asked to share their opinion and argument in social problem discussion, so the students will be more active. In Cambridge curriculum there are many interesting materials for students, it will become something new for students so the students will not bored when learning English. The material in Cambridge curriculum will give students opportunity to study aboard, although they still in the classroom.

The most prominent difference with the curriculum in Indonesia is the learning system. The Cambridge international curriculum is more focused on subjects that students are interested in. Whereas in the learning system in the Indonesian curriculum, the types of subjects are more generalized to all children. That is, the learning system in the Cambridge

International curriculum is more liberating when children like certain learning, so they can take only certain subjects and there is no generalization of lessons in the class. Unlike the KTSP system or the 2013 curriculum which requires children to take all the subjects provided by the school, regardless of the child's interest or not.

Educational content provided by the Cambridge curriculum is also usually more interesting, so that students can more easily obtain learning. Therefore, in the Cambridge curriculum teachers are required to have excess teaching experience and packaging learning ability, so that teaching and learning activities become more enjoyable. Such as using a variety of interesting learning media and contextual learning systems. This method is one that educators often do in the Cambridge system. Creative educators are highly demanded by this learning system since educators must be able to simplify learning and make knowledge real. Learning with the Cambridge curriculum also prioritizes the provision of material directly from experts. There are many online English material providers that provide many benefits for students such as meeting international educators (native speakers) and experienced local educators. Many also use a communicative approach in learning so that learning activities are more interactive, and of course we as educators must know the development of students. Therefore, students who experienced poor learning outcomes will get additional classes. Guided by an international standard curriculum, students will be provided with essential skills and relevant competencies including listening, reading, writing and speaking.

MI Al Azhaar Bandung is one of the school that using Cambridge curriculum. This school has good quality as elementary school in generally. This can be proven by some of their achievements in the field of academic competition. Especially in English lessons, this school has achieved such achievements as; 1st place in the Spelling Bee Competition for the International Class Program at the East Java level, and also several English competitions with other national materials. Recently, several students were also able to achieve perfect scores

on the Cambridge Assessment English pre-a1 starter level. This proves that students always experience improvement every years, students who enroll up for this school is always increasing. According to Mrs. Khoiriyah as the headmaster of MI Al Azhaar Bandung using Cambridge curriculum is very helpful for student in mastery foreign language especially English lesson very well. Moreover, it provides them with the supporting facilities that help them learn better Such as: a language class and a library classroom, etc. This school is characterized as Islamic school and called “MI PLUS” because it has an integrated curriculum applied.

Research on the application of the Cambridge curriculum in elementary schools has been carried out by several researchers before. Such as the research entitled "An EFL Teacher Perspective on Implementation of Dual Curriculum (Cambridge and Indonesian K13 National Curriculum) at Mutiara Persada School, Yogyakarta" conducted by Bryan Ramadan and Rudha Widagsa in 2022. This study examines the challenges faced by EFL teachers when applying a combination of Cambridge curriculum and k13, as well as what strategies the teacher uses to teach English material to 4th grade students at Mutiara Persada Elementary School Yogyakarta. The result of this research found that the most common challenge was not from the teacher's background of study which in this research is EFL teacher. However, the problem comes from how the teacher adapted to the both of curriculums. Instead, the EFL teacher has better understanding of English terms that are used in Cambridge textbook. Teacher with English background also has better understanding in viewing the student's skill which in turn the teacher knows how to adapt themselves with the student's capacity. EFL teacher also has benefit in teaching global mindset to the student which is part of Cambridge curriculum's goal. The researchers also find out the strategy that the teacher used which is once that the terms are understood then the problem was to make the students understand that the term in Indonesian and in English is similar in meaning, only different in language. Since

teaching young learners only uses a simple terminology, not the complex one, the only adaptation that the teacher made was only in the terms used.

The difference from the previous research with the research that will be developed now is that the previous researcher used 4th grade students as research subjects, while in this study, 3rd graders will be used as research subjects. 3rd grade was chosen because researchers wanted to see how the process of learning English in 3rd grade by applying the Cambridge curriculum was going, and also researchers wanted to examine several things such as methods, media, instructional materials, and what evaluation techniques were used by teachers in the teaching process when applying the Cambridge curriculum. In 3rd grade of MI Al Azhaar Bandung. Different with the previous studies that examine the challenges faced by EFL teachers when applying a combination of Cambridge curriculum and k13, as well as what strategies the teacher uses to teach English material to 4th grade students.

Concerning the phenomena above, the writer is interested in doing a research in that school in order to know the teaching process in that school under the title “The Implementation of Cambridge Curriculum on the Third Grade of MI Al Azhaar Bandung in the Academic Year 2022/2023”.

B. Statement of Research Problem

Based on the background of study, the problem of this study is formulated as follows:

1. What are the goals of teaching English using Cambridge curriculum in MI Al Azhaar Bandung?
2. What are the suitable methods used by the teacher in teaching English and the application of teaching English using Cambridge curriculum in MI Al Azhaar Bandung?

3. What is the instructional media used by the teacher in teaching English using Cambridge curriculum in MI Al Azhaar Bandung?
4. What is the instructional material used by the teacher in teaching English using Cambridge curriculum in MI Al Azhaar Bandung?
5. What are the evaluation techniques are applied in teaching English using Cambridge curriculum in MI Al Azhaar Bandung?

C. Objectives of the Research

From the problems that stated above, the purpose of this study to describe the study on teaching English by using Cambridge curriculum at MI Al Azhaar Bandung Tulungagung, with the focuses are :

1. To describe the goals of teaching English using Cambridge curriculum in MI Al Azhaar Bandung.
2. To describe the suitable methods used by the teacher in teaching English and the application of teaching English using Cambridge curriculum in MI Al Azhaar Bandung.
3. To describe the media used by the teacher in teaching English using Cambridge curriculum in MI Al Azhaar Bandung.
4. To describe the instructional material used by the teacher in teaching English using Cambridge curriculum in MI Al Azhaar Bandung.
5. To describe about the evaluations technique applied in teaching English in MI Al Azhaar Bandung.

D. Significance of the Research

The writer hopes that the finding of this study can give contribution for the teaching English in the school and can enrich the knowledge of English teacher. So, with the information of this study, for the readers who are interested in teaching English can understand and know a good strategy, method and technique of evaluation in teaching English by using Cambridge curriculum.

Besides that, the writer also hopes that the result of this study can give contribution for the English teacher, the future researcher, and the researcher herself.

a. English teacher

The result of this study is to give information how to teach English using Cambridge curriculum

- To enrich the knowledge of English teacher about the strategy, methods, and evaluation in teaching English
- To be a contribution to develop and improve their competence in teaching English

b. Future researcher

The result of this study can be used as a reference in conducting further research in the same field.

c. The researcher herself

This study is useful for the writer to enrich her knowledge about the teaching English using Cambridge curriculum.

E. Scope and Limitation

In order to make the research systematically, the scope of the research should be stated.

1. Scope

The scope of this study is a study on teaching English using Cambridge Primary Curriculum in MI Al Azhaar Bandung.

2. Limitation

The limitation of this study is only focus on methods, media, material and evaluation technique that used in teaching English using Cambridge Primary Curriculum in MI Al Azhaar Bandung.

F. Definition of Key Terms

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpreting of the study, so in this study the researcher would like to present some words related with the study, they are:

1. Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Cambridge Curriculum

Expressed by the *Cambridge Universities Press*, Cambridge curriculum is the world's largest provider of international education programs and qualifications for

5 to 19 years olds. The curriculum offers an international curriculum for schools and a broad range of qualifications.

3. Methods

Method is what materials and activities should be used, how they should be used and what the role of the teacher should be.

4. Instructional Media

Murcia (2001:461) states that “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex”. So, the media can be a tool that used by the teacher to share his/ her knowledge to the students.

5. Instructional material

Instructional materials is a generic term used to describe the resources teachers use to deliver material.

6. Evaluation

Djiwandono (2008) mentions that evaluation is a systematic gathering of information for the purposes of making decision. The purpose of evaluation is measuring how far the learning goal has been achieved through the implementation of learning activity.