

The Application of Cambridge Curriculum in English as Second Language Teaching Learning at Secondary School

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Abstract

Pelita Hati Secondary School Jember implements Cambridge Curriculum as a holistic international curriculum which integrated learners from the primary until the high level. This school has been considered to be the only school that has a Cambridge curriculum's licence in Jember. The research focus of this study are 1) Why does Pelita Hati Secondary School implement Cambridge curriculum?, 2) What is the concept of Cambridge curriculum applied at Pelita Hati?, 3) How is the implementation of Cambridge curriculum on English (as second language) teaching learning?. This study used qualitative approach with case study design. Data collecting techniques used in this study were observation, interview, and document review. To analyze the data, researcher use data condensations, data display, drawing and verifying conclusions from Miles and Huberman (2014). For data trustworthiness, researcher use source triangulation, technique triangulation. The findings showed that: 1) The Pelita Hati School implement Cambridge curriculum affected from the ANPS meeting conference in 2011. Because, in the prior time the school with a bilingual system since 2006 doesn't has a certain curriculum to support their bilingual system. 2) The concepts of Cambridge curriculum in Pelita Hati in term of the components consist of the objective, the content, the process, and the evaluation components 3) Cambridge curriculum implementation in English subject include the planning, the content which consist of learning activity (preliminary, core activity and closing activity), global material, discussion method, projector and audio media and Evaluation include the placement test, classroom assessment, achievement test and diagnostic test.



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INTRODUCTION

Improving the quality of education should be needed in Indonesia. Especially, in this era of globalization that is still running until now and the era of society 5.0. Many things will depend on technology, rapid knowledge over the world and struggle in the field of job. Language is a tool for humans to make a communication with others. A globalized atmosphere needs a way to communicate significantly and English is firmly established in that role. The most global language used in the world is English (Rao, 2019). It is being a central language communication to create a network effect, a wider range of information and find more jobs. Also, English is helpful to continuing the next level of study. The need of lingua franca springs from globalization. It is relate with what happening in this year that Indonesia becomes the host of Mandalika Indonesian Street Circuit. The other international events in this year are Miss Global 2022, Jember Fashion Carnaval 2022 and KTT G20. The latest data released in 2022 by English First Education as a global private English language education institution, state that the ranks of English Proficiency Index (EPI) of Indonesia is in number 81st out of 111 countries in the world with a score of 469. Unfortunately, this range of number was included the low category. Regarding this issue, English is essentially need to be mastered by the younger generation with the intention to make a good communication with the international people. One way to learn English proficiency is by conduct the teaching learning process on the school. SMP (Sekolah Menengah Pertama) or secondary level school is a formal education at the basic education level. Education and learning at this level emphasizes laying the foundation in preparing generations to become human beings capable of facing an increasingly era. The existence of English subjects is expected to help them. Unfortunately, English language skills in Indonesia are still low. This is due to the unattractive teaching in the classroom and the fact that students prefer to learn with the teacher by national native language in the classroom (Huzairin, 2017). Moreover, according to Poedjiastutie (2018) the implementation of Indonesian curriculum proves that it always faces a lot of resistances and fails to fulfill the standard communication competence.

There are some schools in Indonesia which implement Cambridge curriculum (Cambridge Assessment International Education curriculum). This Curriculum has established the educational excellent and high quality of learning through the use of assessment. The aim is to improve the teaching and learning standards, and is expected to be able to prepare students for globalization.

Pelita Hati School is the first bilingual school in Jember which means applies two languages. There are Indonesian (native language) and English (second language). Moreover, this school was applied two curriculum systems. There are

national curriculum (curriculum 2013) and Cambridge curriculum. The class level consist of preschool that divided into four level (toddler, playgroup, kindergarten 1, kindergarten 2), primary and secondary.

Concerning to the phenomena above, it is interested in doing a research in Pelita Hati Secondary School in purpose to know the teaching learning process in the school under the title “the Application of Cambridge Curriculum in English as Second Language Teaching Learning at Pelita Hati Secondary School Jember.

There were some research that is related to the research, the first research was conducted by Yudha (2016) entitled “The Implementation of Cambridge Curriculum (Case Study Implementation of Cambridge Curriculum in SD Laboratorium Universitas Negeri Malang)”. This research used descriptive qualitative approach which focuses on the reason, the concept, the implementation and the factors that support Cambridge application at the school . The result as follows: 1) the reason of choosing Cambridge curriculum is to prepare quality society of SD Laboratorium Universitas Negeri Malang, 2) the concept applied were the objectives, contents, method, and evaluation. 3) The Cambridge implementation include planning, implementation and evaluation, 4) the factors that support the implementation of Cambridge curriculum in the school include fund factors, extra activities and participation of parents. Meanwhile the obstacles factor is follow-up supervision. The second research was conducted by Afrian (2017) entitled “A Study on the Application of Cambridge Curriculum in EFL Instruction at the Fifth Grade Students of SD Zumrotus Salamah Tawang Sari Tulungagung”. This research used Qualitative approach with case study design. The focuses of this research are the methods, the media, the instructional material and the evaluation in English subject using Cambridge curriculum. The result of this research as follows: 1) English teacher uses some methods; grammar translation method, direct method , audio lingual method 2) the media in teaching English was textbook from Cambridge, flash card, and whiteboard 3) the material in teaching English subject is from the student’s textbook that consist of some materials such as non-fiction text about the culture of western 4) there are four kinds of evaluation applied. The first were formative, group discussion and homework. The second was Center Progression Test (CPT) per six month. The third was International Progression Test (IPT) held in the end of semester. The last was Cambridge Check Point in grade six.

This research expected to be useful and add some new knowledge for the reader which discuss about Cambridge curriculum applied at Pelita Hati Secondary School Jember especially in English subject. And by knowing the planning, the learning activity and the evaluation of an English learning by conduct the

Cambridge curriculum, it expected to gives teachers new insight to build the better concept in teaching English.

METHODS

This research uses qualitative as the approach of this research. Qualitative research is the research which focuses on understanding social phenomena from the perspective of human participants in natural settings (Ary et al., 2013). Besides, type of the research using kind of case study. It can be said that case study is about “a point of interest”, contained the uniqueness of topic or case. Hence, the researcher interest to capturing the unique topic about the application of Cambridge curriculum in English as Second Language Teaching Learning at Pelita Hati Secondary School in real world conditions (naturalistic).

The informants obtained through a kind of technique namely purposive. According to Patton (2015) Purposive refers to a process of selecting informants because they meet criteria and by their involvement will illuminate the inquiry questions being investigated. the research determines four chosen informant at Pelita Hati Secondary School Jember. They are: The Principal (Lazarus Heo Manno, S.Pd) as a person who understands and comprehends the various school policies. The Curriculum coordinator (Hadi Siswanto, M.Si.) as a person who understand the implementation of curriculum used by the school. English teacher of grade seven (Aulia Ifa Tis'ina, S.Pd. Three students of grade seven (Andra, Stacey and Keith) as the learners who get the English learning by taking Cambridge approach.

In this qualitative research, the data acquire from these four activities consist of observing, interviewing, collecting and examining the materials. This observation uses non participant method. This research uses semi structured interviews which contain mix of closed-ended (short answer or yes no answer) and open-ended questions (broader answer), also cover fairly specific topics or themes (Kielmann et al., 2012). The interview is doing by face to face with respondents by consider their feeling. The meaning of “collecting” refers to gathering some materials or documents needed. This research used the steps of analysing of the data based on Miles and Huberman in three concurrent flows of activities.

Materials of temporary data during the research on the field consist of an explicit and complex data. Therefore, the earlier step is required to excavate the boundaries data through the data condensations. The purpose of data condensation is the processes of selecting, focusing, simplifying, abstracting, and or transforming the data during the field research. Data Display

The next step is by doing display analysis. Generally, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Because of that, this step is useful to excavate a compact drawing of data in the form of matrices, graphs, charts, and networks. Then, it can give either a simple understanding of linked data findings or the suggestion about what is and what should do in the next step (Miles, Hubbermman, & Saldana, 2014). Drawing and Verifying Conclusions, The final step of analysis is building a conclusion drawing and verification. The selected data at the previous analysis could be the right or wrong answer of the research question. Data trustworthiness is same as data validity. The meaning of "Validity" is an instrument to verify whether the data collected are trusted or not. Consequently, the result of the research can be accounted and credible. The researcher used triangulation method and member check to obtain data verification.

RESULTS AND DISCUSSION

The existence of Cambridge curriculum at Pelita Hati School provides the encouragement for school's vision mission. Cambridge also expected to support the school services from a term of the learner's attributes, and committed to provide training for teacher. Also, the implementation of Cambridge curriculum is to create a successful students in the future based on their level. Pelita Hati Secondary School is a school that combines National Curriculum (K13 Curriculum) and Cambridge Curriculum. For the core subjects, they are English as second language, mathematics and science with the standard recommended by Cambridge. For The rest school's subjects might be integrated by Cambridge standard.

Cambridge Lower Secondary is an educational level dedicated to the learners in 11 to 14 years old. This curriculum prefers to practice the question of 'How' than 'what' to engage student's critical thinking. The lower secondary curriculum provides a broad and balanced education which suits with the secondary's student characteristic. Whereas the focus is on the students process and develop their passion.

Teaching Approach is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. Learning Approach is a process of student's interaction with educators and resources learn in a learning environment. Topic of the approach in Cambridge system is very varied. It was found by the researcher from the school documentation that the approach content has already written on Cambridge resources for teacher either in offline resource (teacher's resources book) or online resource (curriculum framework).

As the approaches in teaching learning at Pelita Hati Secondary School gathered from the interview, observation and document review are supported by the theories above. Hence, the result of the concepts include an active learning approach, skills for life approach and approach of Cambridge learner and teacher attributes. Moreover, there is an approach of lower secondary In term of flexible and sensitive to local. As the approaches in teaching learning at Pelita Hati Secondary School gathered from the interview, observation and document review are supported by the theories above. Hence, the result of the concepts include an active learning approach, skills for life approach and approach of Cambridge learner and teacher attributes. Moreover, there is an approach of lower secondary In term of flexible and sensitive to local.

The sequences in Cambridge teaching learning activity at Pelita Hati Secondary School consist of preliminary, core activities and closing activity. The content of English as second language grade seven consists of materials that are provide global knowledge and more challenging. It is because the materials force students to be creative such as make their own opinion to answer the certain question and create their own text in writing strands. In addition, they have five strands in one theme include reading, writing, and use of English, listening and speaking. Then based on the documentation from learners textbook 7 content found that the learners will get these other materials include reading and listening, writing and projects, cross-curricular links and vocabulary and 21st century skills. Meanwhile the methods used by English teacher grade seven mostly with discussion, role play and think pair share. And then media used are audio, projector and whiteboard.

The definition of curriculum is a set of plans and arrangements concerning the objectives, content or material/learning materials and methods are used as guidelines of organizing learning activities to achieve the educational objectives of education. Curriculum is a learning program, while learning is a way of preparing learning experiences for learners. So that, the way to get the objectives of learning is by implementing learning process ranging from preparing the planning, the process of teaching learning (material, method, media) then conduct evaluation.

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Based on the findings of this research, English teacher grade seven assesses the learners by giving placement test before enter the class level specifically for public school students, then give feedback and formative test per meeting or per unit, last is conduct a test per summative test per sixth month and progression test in grade seven.

CONCLUSION

The concepts of Cambridge curriculum in Pelita Hati secondary School Jember in term of the components consist of the objective, the content, the process, and the evaluation components. The objective component applied is the institutional goal which aimed to encouragement school's vision mission and expected to support the school services. The content consist of three main Cambridge subjects include English as second language, mathematics and science. As the approaches in teaching learning applied consist of an active learning approach, skills for life approach and approach of Cambridge learner and teacher attributes. Also, there is an approach of lower secondary In term of flexible and sensitive to local. The evaluation applied are Assessment of Learning (assessment of the students) and assessment for learning (assessment for the teachers) which both of it consists of progression and checkpoint.

Cambridge curriculum implementation in Pelita Hati Secondary School Jember include: Planning by conduct a meeting from all of Cambridge's teachers to prepare short and long term, understanding the teacher's guidance (teachers training, teacher's guide, curriculum framework) and understanding the references and create the teachers Lesson Plan (lesson plan, scheme of work, teachers resources book). Possess the content which consist of learning activity (preliminary, core activity and closing) with global material, the discussion and presentation method then audio and projector media .The evaluation which include placement test, classroom assessment, achievement test consist of formative and summative and diagnostic test in form of progression test.

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