

THE DIFFICULTIES OF IMPLEMENTING ENGLISH INSTRUCTION IN CAMBRIDGE CURRICULUM: NON-ENGLISH TEACHERS' VIEW

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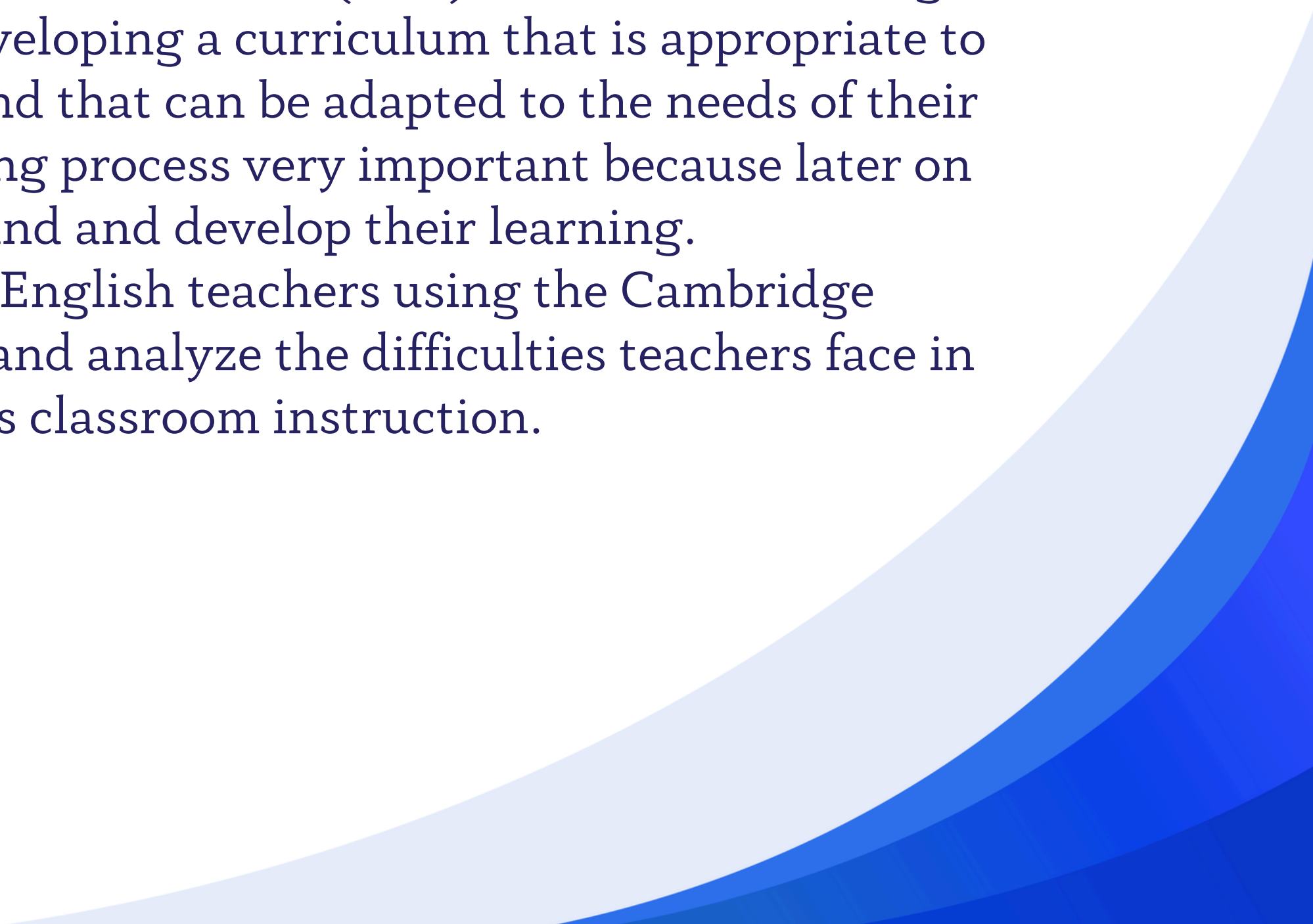




BACKGROUND OF THE RESEARCH

Cambridge Assessment International Education (2019) states the Cambridge Curriculum supports schools in developing a curriculum that is appropriate to their context, culture and ethos, and that can be adapted to the needs of their students. Interaction in the learning process very important because later on help students understand and develop their learning.

In this study, we analyze non-English teachers using the Cambridge curriculum as classroom learning and analyze the difficulties teachers face in using English as classroom instruction.





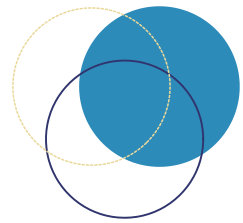
FORMULATION OF THE PROBLEM

How is the teacher's instruction in Curriculum Cambridge Implementation for non-English Teacher?

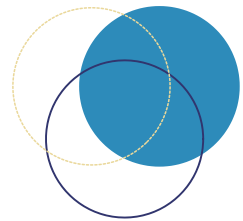
How are difficulties do non-English teacher's have in the Curriculum Cambridge Implementation of English Instruction?



OBJECTIVES OF THE STUDY

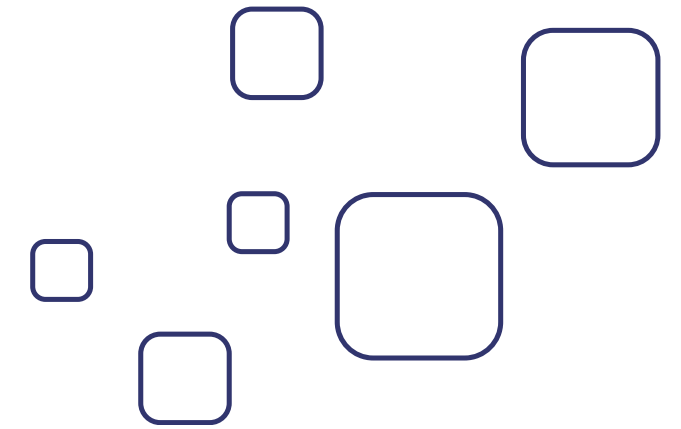


1. To investigate how is the teacher's instruction in Curriculum Cambridge Implementation for non-English Teacher.



2. To investigate difficulties do non-English teacher's have in the Curriculum Cambridge Implementation of English

REVIEW OF RELATED LITERATURE

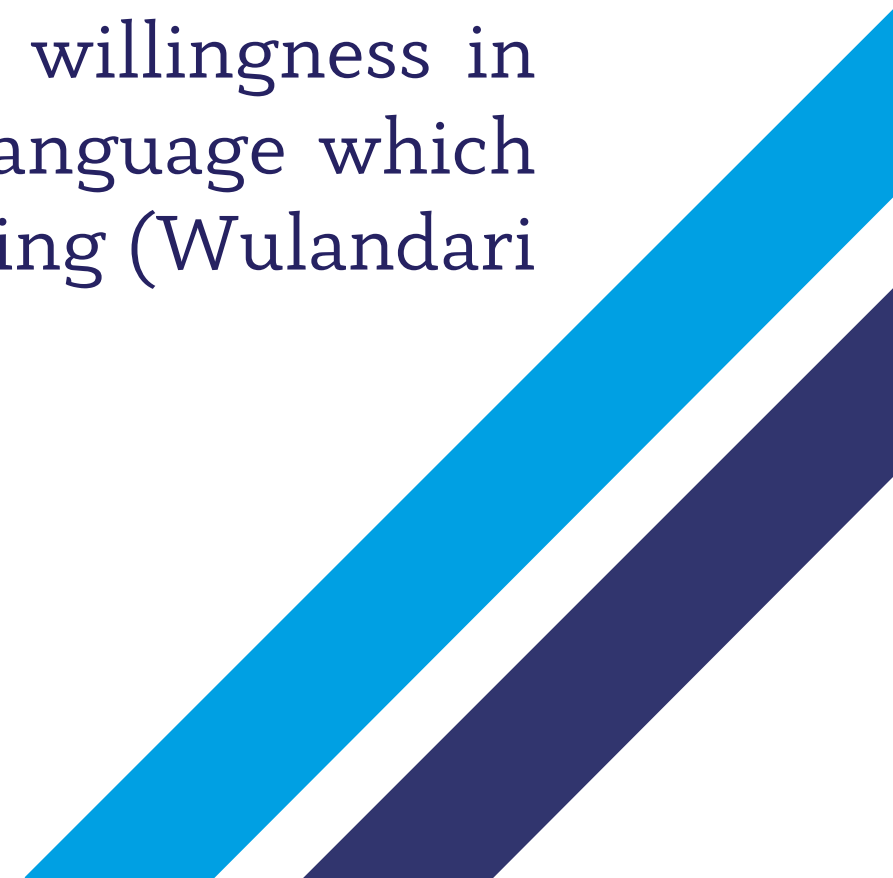


Definition of English Classroom Instruction

Learning occurs by study, giving experience, and doing instruction Misrohmanawati (2022) stated English classroom instruction is a learning process that receives the subject matter from the teacher.

English Classroom Instruction Process

The teacher should have a good strategy to evoke the students' willingness in teaching and learning process. It is due to the important function of language which serves as a means of communication, language consists of form and meaning (Wulandari & Harida, 2021 in Herawati 2022).





REVIEW OF PREVIOUS STUDIES

Herawati, 2022

English Classroom Learning
and Teaching Activity at
Islamic Junior High School In
Ponorogo his research has been
conducted at class VIII C MTs
Ma'arif Al-Mukarrom, Kauman,
Ponorogo in the academic year
2020/2021

Saragih, 2020

Application of
Language Classrooms
In Language Learning
English in the Middle
School

Ratnaningtyas, 2021

The Classroom
Management of English
Teaching-Learning
Process In A Big Class





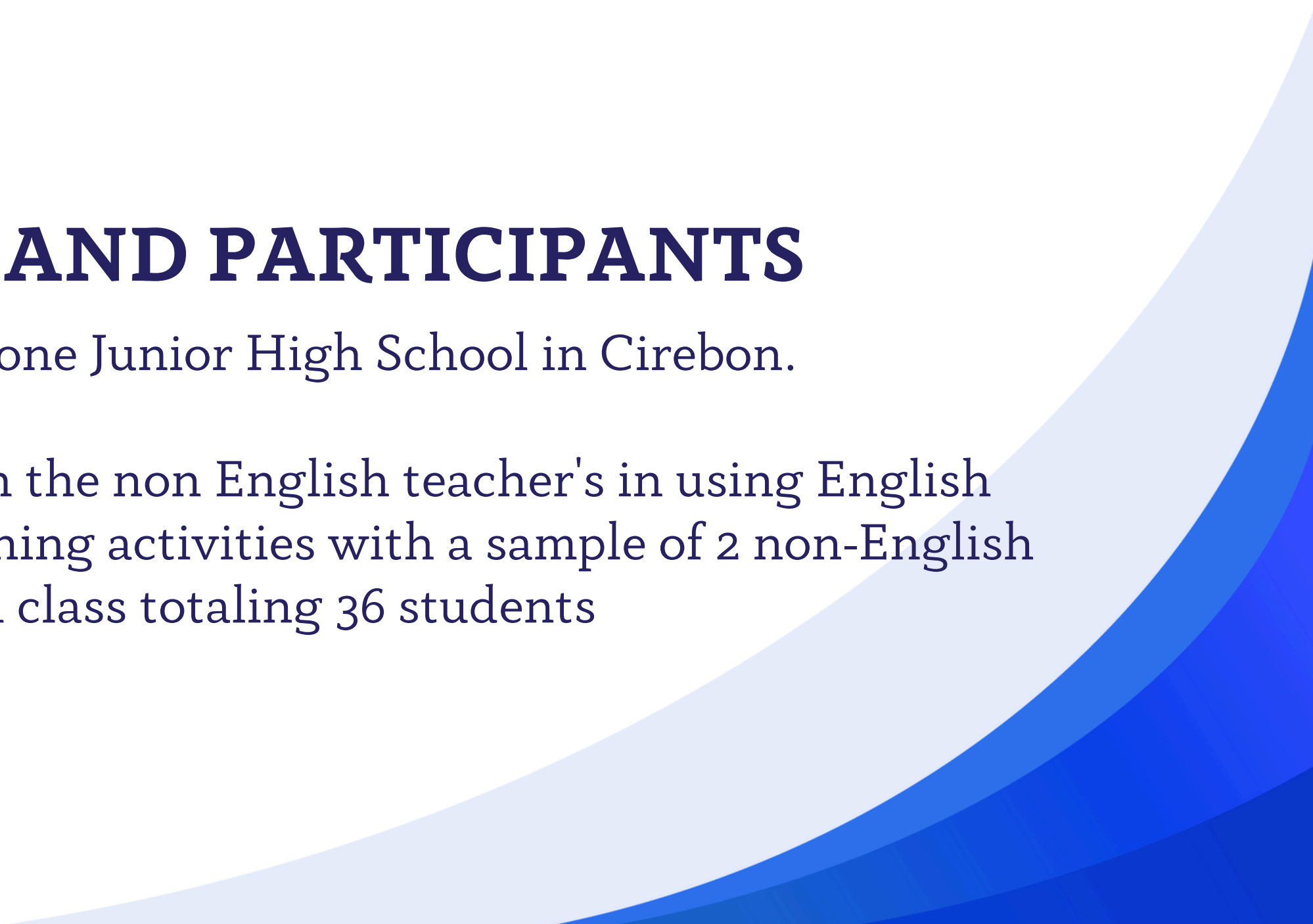
RESEARCH DESIGN

The research design used in this research is analytical descriptive

RESEARCH PLACE AND PARTICIPANTS

The location of this research is one Junior High School in Cirebon.

This participants were chosen based on the non English teacher's in using English introductory words in teaching and learning activities with a sample of 2 non-English subject teachers and 1 class totaling 36 students



FINDINGS

The finding of this study is that it was found that the Cambridge curriculum is part of SMP BIMA where every learning uses English as the language of instruction so that teachers are given training to understand the Cambridge curriculum. The finding of the checklist observation is where according to observations with the attached evidence, teacher A does not use English too fully but has good self-confidence so that learning is interesting and students become enthusiastic and teacher B uses English well and has solutions to improve his English.

Based on the results of the difficulties experienced by teachers, it was found that teachers have the best solutions for improving their English.



DISCUSSION

The Cambridge curriculum has a broad vision in which this curriculum pursues a mission to develop children's abilities, not from the final results of their grades, but from the process they go through. Teaching materials are used as a basis for implementing learning activities in schools. In general, these teaching materials contain initial activities, core activities, and closing activities.

Based on the data obtained from the interview

- (1) difficulty in teaching non-English subjects by using English,
- (2) difficulty to select appropriate teaching methods,
- (3) difficulty to handle students with lack of focus,
- (4) difficulty to handle students with lack of English proficiency.



CONCLUSION AND SUGGESTION

Teacher's Instruction in Curriculum Cambridge Implementation for Non-English Subject

From the explanation above, it can be concluded that the Cambridge curriculum, which instructs teachers to use English in non-English lessons, is very useful for both teachers and students. that Cambridge learning resources have been successfully implemented at SMP Bina Insan Mulia. The results of this study indicate that teachers prepare in advance before using Cambridge learning resources, then apply the stages in Cambridge learning resources, and then conduct learning evaluations.



**THANK
YOU**

