

# Teachers' Perception, Plan, and Implementation of Cambridge Curriculum in Teaching Writing at Cambridge Bilingual High School Yogyakarta

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## ABSTRACT

Cambridge English Language Assessment is one of the curriculum pathways used in Senior High School. This curriculum has required subjects, including English as a Second Language/ESL. At the end of the course, Cambridge curriculum has a final test named Cambridge testing/IGCSE test. Based on previous studies, it found that writing is the students' lowest point. In addition, preliminary research at CBHS Yogyakarta also found that writing skills, especially hortatory exposition text, is the most challenging material faced by 11th-grade students. Therefore, the role of the teachers in the teaching-learning process, especially in writing, is essential. This thesis aimed to evaluate how English teachers perceive, plan, and implement the Cambridge curriculum in teaching writing. The objectives of the research are (1) to explain the teachers' perception of the Cambridge curriculum in teaching writing in CBHS Yogyakarta (2) to explain the teachers' plan of the Cambridge curriculum in teaching writing in CBHS Yogyakarta (3) to explain the teachers' implementation of the Cambridge curriculum in teaching writing in CBHS Yogyakarta (4) to show the relationship between the teachers' perception, the teachers' plan, and the teachers' implementation of Cambridge curriculum in teaching the students writing in CBHS Yogyakarta. It was collected by qualitative research. The sample involved four English teachers of CBHS Yogyakarta. Data collection included interview guidelines, questionnaires, document analysis, and observation. The technique of analyzing the data will use the steps of analyzing data proposed by

Creswell (2014). The results showed the four teachers of CBHS Yogyakarta had positive perception in teaching writing. They have adequate knowledge and experience dealing with Cambridge curriculum implementation. The teachers' implementation aligned with their perception and plan. However, although their lesson plan did not include all aspects based on the local curriculum qualification, it was completed enough to implement in the classroom.

**Keywords:** Teachers' perception, teachers' plan, teachers' implementation, Cambridge curriculum, hortatory exposition texts.

## INTRODUCTION

Formal education could not be run without a curriculum (Mulenga, 2018). However, curriculum has a central position in educational process. Entering the 21st century, many international schools were rising. In Indonesia, several schools implement Cambridge curriculum. Cambridge curriculum is an international curriculum that sets a global quality standard of education. Cambridge University Press and Assessment (2022) adds that Cambridge curriculum is recognized by international (e.g., worldwide and universities). Marleni et al., (2022) add that this curriculum aims to improve students' understanding, knowledge, and skills. Cambridge curriculum has four education pathways: Cambridge primary for elementary school, Cambridge lower

secondary for junior high school, Cambridge upper secondary for senior high school, and Cambridge advanced for advance level.

This study will focus on Cambridge upper secondary. Cambridge upper secondary is typically for 14-16 years old. In Indonesia, it would be equivalent to junior high school level (9th grade) until senior high school level (10th-11th grade). The Cambridge upper secondary curriculum level is divided into two tests such as Cambridge IGCSE test and Cambridge O test. The choice of either IGCSE or O level depends on the schools' educational aims because both have a balanced curriculum. The reason for choosing Cambridge Upper Secondary is that Cambridge IGCSE is an international test only implemented at the senior high school level. Generally, the schools implementing the Cambridge curriculum conducted a Cambridge checkpoint assessment at the end of the course. It is called the IGCSE test or Cambridge testing at the senior high school level. However, Cambridge curriculum has three required subjects: English as a Second Language, Math, and Science, with over 70 subjects for students to choose from. In English subjects, the test includes written tests (reading and writing), oral and practical tests (speaking), and coursework (listening). In the written tests, the students should write several texts such as an exposition text, summary of an article, informal email, report text, review articles, etc.

Furthermore, there are some studies conducted related to Cambridge curriculum. They are Cambridge curriculum research in Cambridge primary, Cambridge lower secondary, Cambridge upper secondary, Cambridge assessment, review curriculum, curriculum reformation, and other related fields.

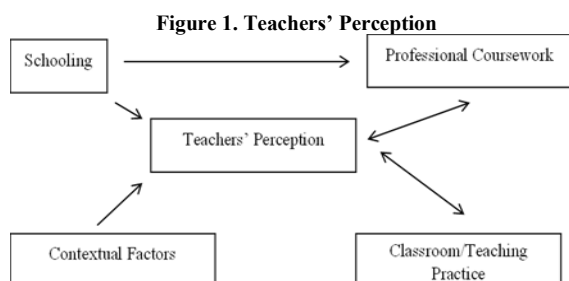
Based on previous studies, it shows that commonly, the researchers only took studies focused on the implementation of Cambridge curriculum, the integration of Cambridge curriculum and national curriculum, school management in

implementing Cambridge curriculum, and the critique of Cambridge curriculum. Nevertheless, fewer of them do studies about Cambridge curriculum based on the teachers' perception according to Borg's (2003) theory, the teachers' plan according to Harmer's (2001) theory, and the teachers' implementation according to Harmer's (2001) theory. This study will hardly discuss the teachers' perception, plan, and implementation of Cambridge curriculum in teaching writing and aimed to know whether there is any misleading or not between their perception, their plan, and their classroom practice.

However, some previous studies found that in IGCSE tests, it is found that writing skill is the students' lowest point in Cambridge testing. It means that there are several difficulties that the students face in writing material. Furthermore, preliminary research conducted on May 10th, 2023 at CBHS Yogyakarta, explained that writing skills were also the most challenging skill faced by the students in the IGCSE test, especially hortatory exposition texts. Hortatory exposition text contains some explanation and argument based on the facts (Syafnida & Ardi, 2020). Moreover, hortatory exposition aims to tell the readers what should or should not be done in a case. They add some generic structure of hortatory exposition text, including thesis, arguments, and recommendation. The thesis contains the introduction of the issue, the writer's point of view, and an emotional statement to attract the readers' attention.

The ESL teachers in Cambridge Bilingual High School Yogyakarta have an essential role and responsibility in this teaching-learning process. As facilitators, the teachers have the crucial function of providing their students with useful phases (Fujiati et al., 2020). They emphasize having a good perception and preparation in designing the Cambridge curriculum and preparing their students to take the IGCSE test. They are also expected to manage learning activities in their lesson plans, including defining the goals, choosing

material, the appropriate method, learning sources, and learning media and how to implement it in the class (Faridi, 2004). Based on Borg (2003), the teacher's perception related to the classroom/teaching practice will be explained below:



Teachers' perception influences by some factors such as schooling, professional coursework, contextual factor, and classroom practice. Schooling is the teacher's comprehensive experiences that shapes their belief and explain their cognition of the basic training. Furthermore, professional coursework is related to the teachers' educational background and their training. It could increase the impact on the teachers' perception especially when they unacknowledged and also could limit the impact. Meanwhile, contextual factors related to some factors that the teachers' face during their practice. It could affect the teacher's practice such as modifying their perception directly and may make incongruence between perception and practice. In addition, Classroom practice is the interaction between contextual factor and the teachers' perception. In addition, classroom practice could impact their cognition unconsciously trough conscious reflection. In teachers' plan, Harmer (2001) states three stages in a lesson plan: pre-planning, the plan, and using lesson plans. However, he adds that teachers' classroom action or implementation is including at using lesson plans stage. This stage is about how the teachers' actions and the students' reactions in the classroom. However, this importance attracts the researchers' interest in studying and investigating how the teacher perceives, plans, and implements the Cambridge curriculum, especially in

developing students' writing skills at CBHS Yogyakarta.

Regarding to the importance of teachers' perception, plan, and implementation in teaching writing, especially in hortatory exposition texts is needed to be conducted to solve the problem in writing faced by the English teachers and the students. This study aims to evaluate how English teachers perceive, plan, and implement the Cambridge curriculum in teaching writing. The objectives/main purposes of this study are (1) to explain the teachers' perception of the Cambridge curriculum in teaching writing in CBHS Yogyakarta (2) to explain the teachers' plan of the Cambridge curriculum in teaching writing in CBHS Yogyakarta (3) to explain the teachers' implementation of the Cambridge curriculum in teaching writing in CBHS Yogyakarta (4) to show the relationship between the teachers' perception, the teachers' plan, and the teachers' implementation of Cambridge curriculum in teaching the students writing in CBHS Yogyakarta.

## METHODS

### Research Design

This research will use qualitative research. Qualitative research has the fundamental interpretative. That means the researcher should interpret the data (Creswell, 2003). Gay et al., 2011 assert that qualitative research is a collection of analysis and interpretation of non-numerical and narrative data that gives insight into a particular phenomenon. In other words, qualitative research could reveal the study's problem, event, or situation based on the facts. However, different respondents will have different perspectives, so it was unnecessarily valid. Furthermore, Ilmi (2019) adds that qualitative research is the research that gives detailed information about participants' activities that were already observed. Qualitative research usually uses data collection instruments with inductive analysis, such as questionnaires, interviews, document

analysis checklist, classroom observation, etc.

Therefore, the qualitative research in this study aims to explore the implementation of the Cambridge curriculum in teaching hortatory exposition texts. These include the teachers' perception using questionnaires and interview guidelines, the teachers' lesson plan using a document analysis checklist, and the teaching-learning process using a classroom observation checklist. The descriptions and evidence of the teachers' experiences at Cambridge Bilingual High School Yogyakarta will be provided in this study. However, it will gain profound interpretations of the results in the fields/research sites.

### **Participant**

The research site of this study will be conducted at Cambridge Bilingual High School Yogyakarta. This school is one of ten pilot schools in Yogyakarta that have been providing Cambridge curriculum since 2015. The other pilot schools that provide Cambridge curriculum in Yogyakarta including Cambridge Bilingual High School Yogyakarta, Al Azhar Yogyakarta, Mutiara Persada School, Olifant School, and SMAN 1 Teladan Yogyakarta (Cambridge University Press & Assessment, 2023). However, Cambridge Bilingual High School Yogyakarta is one of the favourite schools and a successful role model in implementing the Cambridge curriculum in Semarang. It proved that many Cambridge Bilingual High School Yogyakarta students were awarded many national and international achievements. Based on this consideration, I chose this school as my research site.

### **Instrument**

This study will use four research instruments. There is a questionnaire, an interview guideline, a document checklist, and an observation checklist. These instruments will take a four-week data collection period. In addition, the attachment of the four instruments will be explained in appendices.

The first research question in this study is about teachers' perceptions. The teachers' perception content will be collected through a questionnaire and interview guidelines. The questionnaire is a bundle of questions asked to the individuals selected to have information about the given research topic (Roopa & Rani, 2012). Ilmi (2019) adds that a questionnaire is an easy instrument to analyze and administrate. Moreover, I will use close-ended questions such as the Likert scale. Likert scale forced the respondent to choose an option from some options that indicates how strongly she/he holds the statement/attitude (Taherdoost, 2019). The Likert scale is a psychometric scale that engages a questionnaire in research to measure social attitude. In the Likert scale, the participant needs to rate on a scale from 1 to 5, with 5 being the most preferred statement. For example: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. In addition, I adapted the questionnaire from (Caldwell, 2007). I designed three main area questions for the questionnaire. There is the teachers' perception of the concept of the Cambridge curriculum, the teachers' perception of the plan, preparation of the Cambridge curriculum, and the teacher's implementation of the Cambridge curriculum.

The second research question in this study is about the teachers' plans. The content of teachers' plans will be collected through a document analysis checklist. Documentation is an unobtrusive source of information and solid written evidence of research (Creswell, 2003). The aim of using a document analysis checklist in this study is to explore how the teachers plan their lesson plan in implementing Cambridge curriculum, especially in teaching writing skills. Furthermore, I adapted a document analysis checklist from Brown (2004) and Hamp-Lyons & Condon (2000). I designed two main area statements for the document analysis checklist. There are an introduction section and an activities section.

The third research question in this study is about implementing the Cambridge curriculum. The content of teachers' implementation will be collected through an observation checklist. Observation is used to observe the classroom situation and condition (Khunaivi & Hartono, 2015). Observation occurs when the researcher follows the respondents on the research site and makes field notes about their activities and behaviors (Creswell, 2003). The aim of using an observation checklist in this study is to investigate whether there is any misleading between the lesson plan and the teacher's practice in the classroom. However, I adapted the observation checklist from Brown (2004) and Hamplyon & Cordon (2000). I designed this statement to check that the teachers' practice is proper with the teachers' plan.

#### **Data Analysis Techniques**

The data result of the study will be analyzed using Creswell's (2014) theories. There are six steps in analyzing the qualitative data. They are as follows: The first step of analyzing data will be organizing and preparing the data. The data involved coding the result of transcribing the results of the interview and questionnaire. Then, I coded the result of the lesson plan and observation checklist. The second step of analyzing data will look at and read all the data. In this step, the researcher will identify the general sense of data. For example, what the participants were saying, their tone, and what they actually said. The third step of analyzing data will be coding all of the data. The researcher segmented the data into several categories or labels. Furthermore, the types include several themes and sub-themes. In this step, the researcher segmented the data into three big categories. They are the English teachers' perceptions, lesson plans, and classroom implementation. The fourth step of analyzing data will be the coding process. The coding process will be used to describe the individual and setting. In this step, the researcher will explain the theme and sub-theme to show detailed

information about the English teachers' perception of the Cambridge curriculum, the English teachers' plan, and the classroom implementation. The fifth step of analyzing data will be describing the data. The researcher will describe the findings of the questionnaire, interviews, the teaching planning analysis, and the classroom observation in the qualitative narration. In addition, the researcher will explain in detail how the English teachers perceive Cambridge curriculum in teaching writing skills in their classroom. The sixth step of analyzing data will be comparing the results to the literature review. In this step, the interpretation of qualitative research is already made. However, the researcher will compare the interview, document analysis, and observation results.

#### **RESULT**

##### **Teachers' Perceptions of Cambridge Curriculum in Teaching Writing at CBHS Yogyakarta**

The questionnaire and interviews with the four English teachers were distributed around May 2023. The interview was conducted on 8, 12, 22, and 26 May 2023 in the Cambridge Bilingual High School Yogyakarta's school hall. The results of the interview were divided into three parts. There are the teachers' perceptions of the concept, the teachers' perceptions of the preparation, and the teachers' perceptions of the implementation of Cambridge curriculum in teaching writing. In addition, this sub-chapter is divided into three parts. First, teachers' perception of the concept of Cambridge curriculum in teaching writing. Second is teachers' perception of preparing the Cambridge curriculum in teaching writing. Last is teachers' perception of implementing Cambridge curriculum in teaching writing.

**Table 1. Teachers' perception of the concept of Cambridge curriculum**

I. Perception of the concept of Cambridge curriculum for teaching writing						
No	Statement	Perception				
		TD	D	U	A	TA
1.	I have well understanding of defining the Cambridge curriculum	0 0%	0 0%	0 0%	2 50%	2 50%
2.	I have an understanding of the differences between the Cambridge curriculum and the local curriculum (ex. Merdeka curriculum/2013 curriculum)	0 0%	0 0%	1 25%	2 50%	1 25%
3.	I am qualified to implement Cambridge curriculum	0 0%	0 0%	0 0%	4 100%	0 0%
4.	The teachers' Cambridge curriculum training is adequate for them to implement this curriculum	0 0%	0 0%	0 0%	3 75%	1 25%
5.	The teachers have expectations and limitations in implementing Cambridge Curriculum in teaching writing	0 0%	0 0%	1 25%	3 75%	0 0%

In conclusion, data from statements number 1-5 in the questionnaire and interview guideline indicated that, in general, the English teachers' perception of the concept of Cambridge curriculum in teaching writing was good. It proved from the mean score of this sub-part of this questionnaire was 4.1. It is categorized as high-level.

**Table 2. Teachers' perception of the preparation of Cambridge curriculum**

II. Perception on the preparation of Cambridge curriculum for teaching writing						
No	Statement	Perception				
		TD	D	U	A	TA
1.	I have good preparation in making the lesson plan	0 0%	0 0%	0 0%	2 50%	2 50%
2.	The teachers collaborate each other to arrange the lesson plan	0 0%	0 0%	0 0%	1 25%	3 75%
3.	The use of lesson plans affects the development of the teachers' teaching in writing	0 0%	0 0%	0 0%	1 25%	3 75%
4.	Preparing the lesson plan helps you in preparing the teaching writing activities in the classroom	0 0%	0 0%	1 25%	1 25%	2 50%
5.	The teachers are easy to integrate the lesson plan into their instruction	0 0%	0 0%	1 25%	1 25%	2 50%
6.	In writing activities, sometimes, there is any dismiss in implementing the steps of your lesson plan	0 0%	0 0%	0 0%	4 100%	0 0%

In conclusion, data from statements number 6-11 in the questionnaire and interview guideline indicated that, in general, the English teachers' perception of the preparation of Cambridge curriculum in teaching writing was good. It proved from the mean score of this sub-part of this questionnaire was 4.41. It is categorized as very high level.

**Table 3. Teachers' perception of the Implementation of Cambridge curriculum**

III. Perception on the implementation of Cambridge curriculum for teaching writing						
No	Statement	Perception				
		TD	D	U	A	TA
1.	The teachers decide to implement the Cambridge curriculum as the individual choice	0 0%	1 25%	3 75%	0 0%	0 0%
2.	The teachers decide to implement the Cambridge curriculum as the administrative choice	0 0%	0 0%	0 0%	1 25%	3 75%
3.	I applied an enquiry-based and student-centered approach to teaching writing	0 0%	0 0%	0 0%	4 100%	0 0%
4.	The teachers have a specific rubric to grade the students' writing skills on the Cambridge curriculum	0 0%	0 0%	0 0%	3 75%	1 25%
5.	The teachers perceive that the developmental phase in implementing the Cambridge curriculum is a straightforward process	0 0%	0 0%	3 75%	0 0%	1 25%
6.	The teachers perceive that the developmental phase in implementing the Cambridge curriculum is a complex process	0 0%	1 25%	0 0%	1 25%	2 50%
7.	The teachers give feedback at the end of the lesson	0 0%	0 0%	1 25%	0 0%	3 75%
8.	Cambridge curriculum has some strengths	0 0%	0 0%	0 0%	1 25%	3 75%
9.	Cambridge curriculum has some weaknesses	0 0%	0 0%	1 25%	1 25%	2 50%

In conclusion, data from statements number 12-20 in the questionnaire and interview guideline indicated that, in general, the English teachers' perception of the preparation of Cambridge curriculum in teaching writing was good. It proved from the mean score of this sub-part of this questionnaire was 4.3. It is categorized as very high level.

Furthermore, the average result of teachers' perception level is shown in the following table:

**Table 4. The result of teachers' perception level based on the questionnaire**

Teachers' Code	Total Score	Level of Perception
Teacher A	84	Extreme positive
Teacher B	84	Extreme positive
Teacher C	80	Positive
Teacher D	85	Extreme Positive
<b>Average</b>	<b>83</b>	<b>Positive</b>

Based on the table, it showed that the result of the questionnaire is fantastic. Three of four English teachers had extremely positive levels of perception with scores 84-85, and one had a positive level of perception with

scores 83 of Cambridge curriculum in teaching writing. The average score of them was 83. It was a positive level of perception. However, in general, it can be implied that all of the English teachers in Cambridge Bilingual High School have a good perception of Cambridge curriculum, either on their understanding of the concept, their preparation of lesson plans, or their implementation.

### Teachers' Plan of Cambridge Curriculum in Teaching Writing at CBHS Yogyakarta

The second section of the findings aimed to answer this study's second research question: How is the teachers' plan of the Cambridge curriculum in teaching writing in Cambridge Bilingual High School Yogyakarta? The data results were collected through a document analysis checklist, such as a lesson plan. Moreover, documentation is an unobtrusive source of information and solid written evidence of research (Creswell, 2003). Four lesson plans were provided by the four English teachers of Cambridge Bilingual High School, which were created based on their collaboration. It is described as follows:

**Table 5. Document checklist of Cambridge lesson plan**

Document of Cambridge lesson plan	Teacher A		Teacher B		Teacher C		Teacher D	
	Yes	No	Yes	No	Yes	No	Yes	No
Basic Competence		V		V		V		V
Learning Objective	V		V		V		V	
Teaching Materials	V		V		V		V	
Time Allocation	V		V		V		V	
Learning Activities	V		V		V		V	
Teaching Media	V		V		V		V	
Teaching Method		V		V		V		V
Assessment	V		V		V		V	
Rubric Scoring	V		V		V		V	
Learning Resources	V		V		V		V	

Based on the result of the document analysis checklist, All of the English teachers did not enclose the crucial things such as the basic competence method of teaching. Furthermore, the lesson plan standard based on Cambridge University Press 2021

includes learning intention, success criteria, resources, language support, lesson introduction, main activities, assessment opportunities, differentiation opportunities, plenary and reflection, homework (if required), and notes. Most of those items were written in the English teachers' lesson plans. Therefore, it can be concluded that their lesson plan was adequate to implement in the classroom.

### Teachers' Implementation of Cambridge Curriculum in Teaching Writing

Teachers' implementation is related to the third research question of this study. In this section, I will present the implementation of Cambridge curriculum during writing class. The data was gathered from classroom observation. The classroom observation was conducted two times for each teacher. Four teachers observed. During the observation conducted, an observation checklist, field note, and documentation were prepared to collect the data. Observation is crucial because it could become a tool to know how the English teachers do the real conditions/activities in the classroom. Furthermore, field notes will be added to the observation checklist if needed. The schedule of the classroom observation will be shown as follows:

**Table 6. The Schedule of the Classroom Observation**

Teacher	Date	Activity	Materials
Teacher A	Monday, 1 <sup>st</sup> May 2023	First meeting	Hortatory Essay (identify and analyze the essay, make an outline)
	Monday, 8 <sup>th</sup> May 2023	Second meeting	Hortatory Essay (continue outline and develop it into text)
Teacher B	Wednesday, 3 <sup>rd</sup> May 2023	First meeting	Hortatory Essay (identify and analyze the essay, make an outline)
	Friday, 12 <sup>th</sup> May 2023	Second meeting	Hortatory Essay (continue outline and develop it into text)
Teacher C	Tuesday, 16 <sup>th</sup> May 2023	First meeting	Hortatory Essay (identify and analyze the essay, make an outline)
	Monday, 22 <sup>nd</sup> May 2023	Second meeting	Hortatory Essay (continue outline and develop it into text)
Teacher D	Wednesday, 17 <sup>th</sup> May 2023	First meeting	Hortatory Essay (identify and analyze the essay, make an outline)
	Friday, 26 <sup>th</sup> May 2023	Second meeting	Hortatory Essay (continue outline and develop it into text)

### **The Relation between Teachers' Perception, Plan, and Implementation in Teaching Writing**

The fourth section of the findings aimed to answer this study's fourth research question: How is the relation between teachers' perception, plans, and implementation of Cambridge curriculum in teaching writing. However, in this sub-part, I will explain the relation between the findings collected from the questionnaire and interview responses, the English teachers' planning, and the classroom observation result. I chose to look at the relation from the aspects of the concept of Cambridge curriculum, the preparation of Cambridge curriculum, and the implementation of Cambridge curriculum at Cambridge Bilingual High School Yogyakarta.

Relating to the concept of Cambridge curriculum, the English teachers perceived that Cambridge curriculum forced the students to become independent learners with critical thinking skills, problem-solving skills, and could apply their knowledge in real life. This is similar to the concept of a student-centered approach written in lesson plans and implemented by English teachers in teaching writing in the classroom. In implementing the student-centered, the students were forced to learn by themselves through the students' book and doing a portfolio project such as making an outline and hortatory exposition texts.

Relating to the preparation of Cambridge curriculum, the English teachers also perceived that in preparing lesson plans, they need to consider the learning objective, content materials, time management, the activities that suit to the class, assessment, evaluation, and reflection properly that appropriate with the syllabus, students' book, or teachers' book. It can be seen in the document analysis checklist that the English teachers prepare their lesson plans properly. It included learning objectives, teaching materials, time allocation, learning activities, teaching media, assessment, rubric scoring, and learning resources. Like the document checklist, the lesson plan

implementation in classroom observation was relatable and ran as expected. However, preparing the Cambridge curriculum could not be desperate with some problems. One of them was that the teacher had difficulty setting lesson plan time management because there is some of the material, but the time was limited. The solutions provided by the teachers were similar to the actions that the teachers did in the classroom, such as delivering the key points of the writing material in the classroom.

Relating to the implementation of Cambridge curriculum, the English teachers perceived that they were implementing a student-centered approach, formative and summative assessment, sharing their rubric scoring, and giving feedback to their students. Those statements aligned with the realization of their lesson plan and classroom practice. Furthermore, implementing Cambridge curriculum could not be desperate with some problems. The English teachers perceived that the problems were the diversity of the students' needs, limited time to deliver the material, the lack of vocabulary, and the students' less motivation. The solutions provided by the teachers were similar to the teachers' actions in the classroom, such as trying collaborative learning and the student's individualized support.

### **DISCUSSION**

This section describes the discussion of the data to answer the research questions. It includes teachers' perception, plan, implementation, and relationship between teachers' perception, teachers' plan, and teachers' implementation of Cambridge curriculum in teaching writing at CBHS Yogyakarta.

#### **Teachers' Perceptions of Cambridge Curriculum in Teaching Writing at CBHS Yogyakarta**

In this sub-part of the discussion, I explain what I interpreted and analyzed from the findings. The first discussion was about how



the four English teachers perceive the concept of Cambridge curriculum in teaching writing and what they know about the differences between Cambridge and local curriculum, how qualified their knowledge, their expectation-limitation, and problem-solution in understanding the concept of Cambridge curriculum. The second discussion was about how the four English teachers perceive the preparation of Cambridge curriculum in teaching writing, such as their experience in preparing lesson plans, especially on writing and problem-solutions founded in preparing writing lesson plans. The third discussion was about how the four English teachers perceive the implementation of Cambridge curriculum in teaching writing, including how the approach, assessment, and rubric scoring used by the teachers; how the strengths and weaknesses of Cambridge curriculum in teaching writing, problem-solution founded in implementing Cambridge curriculum in teaching writing. In addition, the four English teachers who were respondents of this study had experiences of more than five years, and two of them had their master's degree from the English language education program at Yogyakarta University. Furthermore, they also already joined some curriculum training, so their perception was positive based on the Likert scale. These statements were in line with Borg (2003)'s theory that teachers' perception was influenced by schooling (teachers' comprehensive experience) and professional coursework (teachers' educational backgrounds).

The first aspect of teachers' perception is about the concept of Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta. The English teachers' perception of finding results was mostly in line with the experts and researchers. For example, Cambridge curriculum emphasizes that the students become independent learners with critical thinking and problem-solving skills. That is supported by the theories of (Stobie, 2020). He stated that Cambridge curriculum helps

the students develop their inquiry, problem-solving, and creative thinking skills. Another concept of Cambridge curriculum was the differences between Cambridge curriculum and the local curriculum (2013 curriculum/Merdeka curriculum) such as Cambridge curriculum has a system and examinations with internationally recognized qualifications such as IGCSE and A level qualification. Meanwhile, the Indonesian curriculum (2013 curriculum) assessment system depends on the government or local region government. This statement aligned with Cambridge University Press and Assessment (2022) and (Zamroni & Haryanto, 2019). However, the finding found that all English teachers were adequately qualified to implement the Cambridge curriculum because their teaching experience was more than five years, and they joined some courses/workshops of the Cambridge curriculum. Furthermore, Cambridge curriculum has a high academic standard, so the students need to have a depth of knowledge, develop their critical thinking and problem-solving skills, and apply them to their daily life. That is what the English teachers of Cambridge Bilingual High School Yogyakarta expect from the curriculum. In addition, based on their perception, the biggest challenge in understanding the Cambridge curriculum concept was its complexion. It was in line with the statements of Shaw & Imam, 2013. They stated that the process of Cambridge curriculum could be complex even for the English teachers and the proficient students. The English teachers also stated that the best solution to solve this problem was to read the teachers' guide from Cambridge more.

The second aspect of teachers' perception is preparing the Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta. The English teachers' perception of finding results mainly was in line with the experts and researchers. For example, the English teachers were to consider the learning

objective, content material, time management, assessment, and evaluation in preparing lesson plans. This statement was in line with the such as Richards & Renandya (1998) theory. They assert that in making lesson plans, the teachers need to include some components such as the goal, how the activities are, considering the timing, finding some resources, and other lesson elements. Furthermore, some of them stated that they collaborated in making lesson plans. They prepare their lesson plan for a long day, such as a week before and at the beginning of the semester. They also state that preparing lesson plans before classroom action was helping them. The biggest problem the teachers faced in preparing the Cambridge curriculum in teaching writing was deciding the writing activities based on the student's needs and abilities. This statement was in line with Zamroni & Haryanto, 2019. They state that in implementing curriculum, the principle of planning the lesson plan should focus on coordinating the students' activities, fostering and managing teacher organization and learning organization, and fostering effective communication for the students. The solution they offered included benefitting from feedback from her last writing class to improve their following teaching-learning activities.

The third aspect of teachers' perception is about the implementation of Cambridge curriculum in teaching writing. Implementing the Cambridge curriculum at Cambridge Bilingual High School Yogyakarta has been an administrative choice since 2014. The English teachers' perception of finding results was mostly in line with the experts and researchers. For example, in implementing Cambridge curriculum in teaching writing, all of the English teachers stated that they were using student-centered approaches. This statement was similar to Stobie, 2020. He states that the Cambridge curriculum applies inquiry-based and student-centered approaches to teaching-learning. Furthermore, the English teachers did the assessment and feedback

activities clearly. They implemented summative and formative assessments, shared their rubric scoring using the interactive whiteboard, and did feedback by walking around the class. In implementing Cambridge curriculum in teaching writing, some difficulties are faced by the students, such as the students' lack of vocabulary and motivation. This statement was in line with Namirah, 2022. She found that when the students tried to engage in the writing in the classroom, they found it hard to provide clear information. It happens because of their lack of ideas or vocabulary. However, some solutions founded by the teachers to overcome those problems include collaborative learning and individualized support. In addition, Cambridge curriculum has strength and weakness. Based on the English teachers' opinion, the strength of Cambridge curriculum in teaching writing is that it has international recognition and standards, emphasizes the process, and develops their creativity and critical thinking skills. This statement was in line with Stobie, 2020. Meanwhile, based on their opinion, the Cambridge curriculum's weakness was time constraints in line with the theory of Sajitha, 2013. She states that Cambridge curriculum is compromised because of time, energy, and money constraints.

Therefore, based on the discussion above, teachers' perception of Cambridge curriculum in teaching writing is related to the criteria of Borg, 2003. He states that teachers' perception was influenced by schooling (teachers' comprehensive experience – joining course more than one course each year), professional coursework (teachers' educational background that founded more than five years), contextual coursework (factor faced by the teachers during their practice – they know how to solve the problem), and classroom practice.

### **Teachers' Plan of Cambridge Curriculum in Teaching Writing at CBHS Yogyakarta**

The planning of English teachers in writing at Cambridge Bilingual High School Yogyakarta was based on the students and the school's needs, including preparing them to take the IGCSE test. For that reason, the writing activities given by the English teachers expected could improve the student's writing skills. In the hope, they could pass the writing exam on the IGCSE test. In one year on the syllabus, there were ten meetings of writing. Two of them were writing activities on hortatory exposition text. However, in preparing lesson plans, all of the English teachers were collaborating with each other. Therefore, their lesson plans were similar. Based on the theory of Harmer, this section was the pre-planning section. Furthermore, the English teachers' lesson plans were complete enough, including learning objectives, teaching materials, time allocation, learning activities, teaching media, assessment, rubric scoring, and learning resources. This statement was in line Richards & Renandya (1998) theory. They assert that in making lesson plans, the teachers need to include some components such as the goal, how the activities are, considering the timing, finding some resources, and other lesson elements. On the contrary, their lesson plans did not attach basic competence and teaching methods. Based on the theory of Harmer, this section was a pre-planning section. In addition, the result of the lesson plan that they prepared for one year was ready for excuses in their classroom, especially in teaching writing. Based on the theory of Harmer, this section was the use of a lesson plan section.

Therefore, based on the discussion above, teachers' plan of Cambridge curriculum in teaching writing filled the criteria of Harmer, 2001. He states that teachers' plans contained the pre-planning section, the plan section, and the use of the lesson plan section.

### **Teachers' Implementation of Cambridge Curriculum in Teaching Writing**

The classroom observation collected some facts about how the English teachers at Cambridge Bilingual High School implemented Cambridge curriculum in teaching writing, the activities given by them, and the situation during the implementation of Cambridge curriculum. First, in eight meetings, I observed the four English teachers. The English teachers always said greetings, checked attendance and delivered the learning objective of hortatory exposition text material, and the students excitedly answered. Second, the English teachers were delivered the materials using the different media. It can be seen that the English teachers were trying to engage the students in the writing activities. Some teachers introduced their writing material using pictures and videos related to the hortatory exposition to catch the students' interest and attention. This statement was in line with Djahimo, 2015. He stated that using pictures or video in teaching-learning is an exciting media that could force the students to learn English, especially writing. However, the students' response was enthusiastic. The next point was that the English teachers gave the students a simple open question-answer section after showing the videos or pictures. The English teachers ensured that the students understood the apperception given by them. There are some of them answer the teachers' questions briefly. In this section, I can see that the students were excited to answer the teachers' questions. Because the English teachers were applying the students' centre, the students were asked to read and learn by themselves the hortatory text article on the students' book page 65 using their Chromebooks and also asked them to answer the questions written on it. According to Stobie, 2020, he states that in the teaching-learning process, the Cambridge curriculum applies inquiry-based and student-centred approaches. The next activity was to write an outline of hortatory exposition text with the topic

given by the English teachers in pairs or groups because they could share their ideas and learn from each other. Furthermore, in the following meetings, the students were asked to develop their outline of the hortatory exposition text. Some English teachers walked around the class to give the feedback individually, and others gave the students feedback by summarizing the students' mistakes on point and giving them solutions in front of the class. In the teaching-learning process, feedback was important. After the assignment was clear, the students were asked to exchange their work with their friends and check their essays on their organization, content (structure), vocabulary, grammar, and mechanics based on the teachers' rubric assessment that was shared on the English class's LMS and their works were rechecked by the English teachers. The last activity was the students' feedback to test their knowledge of hortatory exposition texts in two meetings. I can see that the students were enthusiastic to answer the teachers' questions.

Therefore, based on the discussion above, teachers' implementation of Cambridge curriculum in teaching writing included teachers' actions and the students' reactions. However, a good relationship was found between the English teachers and the students. It was in line with the theories of (Harmer, 2021) about teachers' implementation.

### **The Relation between Teachers' Perception, Plan, and Implementation in Teaching Writing**

The concern of this study was teachers' perception, planning, and implementation of Cambridge curriculum in teaching writing. Based on the finding results, they have a relation to each other. First, teachers' perception of Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta showed that Cambridge curriculum forced the students to become independent learners and to have critical thinking skills, problem-solving

skills, and apply their knowledge in real life. This is similar to the student-centered approach concept written in the lesson plan and implemented in the teachers' classroom action. Second, in planning the lesson plan of Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta, the teachers plan their lesson plan properly. It was similar to their perception and action. Last, implementing Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta showed that the teachers are trying to implement collaborative learning and the students' individualized support. This was similar to the teachers' perception on the solution to face the students' writing problems, such as the diverse students' needs, limited time to deliver the material, the lack of vocabulary, and the students' less motivation. However, the English teachers' perception of Cambridge curriculum influenced their way of implementing it in the classroom. This statement was in line with (Borg, 2001) assert that the teachers' perception could guide thought and behavior that lead them to action.

### **CONCLUSION**

In conclusion, firstly, the research results through questionnaires and interview guidelines were conducted to answer the first research question: how is the teachers' perception of Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta. There are 20 question items used in the Linkert scale and interview guidelines with three sub-parts, such as teachers' perception of the concept of Cambridge curriculum in teaching writing, with a mean score of 4.1. It was categorized as high-level perception; teachers' perception of the preparation of Cambridge curriculum in teaching writing with a mean score of 4.4. It was categorized as very-high level perception; and teachers' perception of the implementation of Cambridge curriculum in teaching writing with 4.3. It was categorized as a very high-level perception. However, the responses

illustrate that the four English teachers positively perceive Cambridge curriculum in teaching writing. The level of perception score on the Likert scale was 83. It was categorized as a positive perception. In addition, the four English teachers have adequate knowledge and experience dealing with Cambridge curriculum implementation. Secondly, the research results through a document checklist were conducted to answer the second research question. How is the teachers' plan of Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta. Based on the result, the teachers' plan aligned with their perception and implementation. The English teachers shared ideas and collaborated in preparing the writing lesson plan. It is written in the interview guideline result and classroom observation checklist. However, although their lesson plan did not include all aspects based on the local curriculum qualification, it was completed enough to implement in the classroom.

Thirdly, the research result through an observation checklist was conducted to answer the third research question. How is the teachers' implementation of Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta. Based on the result, although their lesson plan was incomplete, they implemented the aspects written in their lesson plan. However, it can be seen based on their action on classroom observation conducted on May 2023 in the teaching writing process.

Lastly, research question number four was how is the relation between teachers' perception, plan, and implementation of Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta. Based on the result of the study, those three elements related to each other, such as the English teachers stated that Cambridge curriculum forced the students to become independent learners with critical thinking skills, problem-solving skills, and could apply their knowledge in real life. This is similar to the student-centered approach concept written in the

lesson plan and implemented in the teachers' classroom action. Furthermore, it also showed that the teachers plan their lesson plans properly. It was similar to their perception and action. In addition, implementing the Cambridge curriculum in teaching writing at Cambridge Bilingual High School Yogyakarta showed that the teachers were trying to implement collaborative learning and the students' individualized support. This was similar to the teachers' perception of the solution to face the students' problems in writing, such as the diverse students' needs, limited time to deliver the material, the lack of vocabulary, and the students' less motivation.

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