

THE STUDENT DIFFICULTIES IN THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM AT AL-AZHAR JUNIOR HIGH SCHOOL

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ABSTRACT

The primary goal of this research is to determine what processes and materials are required to implement the Cambridge curriculum at Al-Azhar Junior High School Jambi. The second objective of the research is to identify the factors and challenges that students encounter during the application and learning of English using the Cambridge curriculum. This investigation employs a qualitative methodology. The subjects of this investigation were the Al-Azhar Junior High School Jambi principal, English teacher, and eighth grade students. Interviews, observations, and documentation were used to collect the research data. Based on the findings and discussions encountered by the researcher during the application of the Cambridge curriculum at AlAzhar Junior High School Jambi via multiple processes, including the planning, implementation, and evaluation processes, as well as the implementation of the curriculum at AlAzhar Junior High School Jambi by the education unit and teachers. At ALAzhar Junior High School Jambi, certain students encountered difficulties with the Cambridge curriculum's learning process during its implementation. Lack of vocabulary comprehension, lack of motivation to learn, pronunciation errors, and anxiety during the learning process are some of the challenges faced by students. It has been going well for the implementation of the Cambridge curriculum at Al-Azhar Junior High School, despite the fact that there are still some impeding factors. However, this is not a major issue, as the implementation of the Cambridge curriculum at Al-Azhar Junior High School Jambi has been operating as optimally as possible.

Keywords: Cambridge Curriculum, English Skills, Implementation, Students' Difficulties

A. INTRODUCTION

The primary goal of this research is to determine what processes and materials are required to implement the Cambridge curriculum at Al-Azhar Junior High School Jambi. The second objective of the research is to identify the factors and challenges that students encounter during the application and learning of English using the Cambridge curriculum. This investigation employs a qualitative methodology. The subjects of this investigation were the

Al-Azhar Junior High School Jambi principal, English teacher, and eighth grade students. Interviews, observations, and documentation were used to collect the research data.

Based on the findings and discussions encountered by the researcher during the application of the Cambridge curriculum at AlAzhar Junior High School Jambi via multiple processes, including the planning, implementation, and evaluation processes, as well as the implementation of the curriculum at AlAzhar Junior High School Jambi by the education unit and teachers. At ALAzhar Junior High School Jambi, certain students encountered difficulties with the Cambridge curriculum's learning process during its implementation. Lack of vocabulary comprehension, lack of motivation to learn, pronunciation errors, and anxiety during the learning process are some of the challenges faced by students. It has been going well for the implementation of the Cambridge curriculum at Al-Azhar Junior High School, despite the fact that there are still some impeding factors. However, this is not a major issue, as the implementation of the Cambridge curriculum at Al-Azhar Junior High School Jambi has been operating as optimally as possible.

B. METHOD

This research utilized a qualitative methodology. The objective of this qualitative method is to comprehend the phenomena experienced by the research subject. This study employed qualitative research methods because the purpose of taking action to investigate subjects with a high priority was to express meaning, specifically the meaning and learning process, in an effort to increase motivation, excitement, and learning achievement at Al-Azhar Islamic Junior High School.

This method is also used to investigate the conditions of natural objects, with the researcher serving as the central instrument, data collection techniques being triangulated (combined), data analysis being inductive/qualitative, and qualitative research results emphasizing meaning over generalization. According to (Thorn, 2013), it is the most challenging and elusive aspect of the qualitative research procedure. Due to the numerous difficulties implicit in the research methodology, the analytical procedure is laborious. The first challenge is converting data from visual or audio recordings to written form.

Moreover, data and facts gathered during the interview, observation, or documentation process must be supported by valid supporting data and adapted to the needs of the client. To generate the data necessary for analyzing the variables pertaining to English learning at Al-Azhar Islamic Junior High School Jambi, data collection is required.

C. FINDINGS AND DISCUSSION

In conclusion, the research has provided a comprehensive insight into the implementation of the Cambridge curriculum at Al-Azhar Junior High School in Jambi, shedding light on both the processes involved and the challenges encountered by students. Through meticulous investigation, several key findings have emerged, highlighting crucial aspects of the curriculum integration.

The implementation of the Cambridge curriculum at Al-Azhar Junior High School is a multi-faceted endeavor, involving two main phases: execution by educational units and execution by teachers. This research discerned that Al-Azhar Junior High School, in its pursuit of implementing the Cambridge curriculum, adheres to the Cambridge English Language Assessment (CELA) without the imposition of special standards or financial obligations to Cambridge. The curriculum application primarily focuses on English lessons, unfolding across three stages—planning, implementation, and evaluation—as outlined by Rini Kartini. Additionally, the study delved into the challenges faced by students in embracing the Cambridge curriculum with a focus on English language learning. Interviews with an English teacher and several students unearthed valuable insights. Notably, students grapple with difficulties encompassing limited vocabulary comprehension, mispronunciation, diminished motivation, and heightened anxiety, particularly when confronted with the task of addressing questions before the class.

These findings echo existing literature on curriculum implementation and language learning. As Kunandar emphasizes, implementation is a transformative process that impacts knowledge, skills, values, and attitudes. Similarly, Kukuh Wahyu Prasetyo's work outlines

stages of planning, implementation, and evaluation in the execution of the Cambridge curriculum, aligning with the research's identified phases.

In summation, the study not only offers an intricate understanding of the Cambridge curriculum's integration but also provides a nuanced perspective on the hurdles faced by students in this learning journey. The identified challenges of vocabulary comprehension, mispronunciation, motivation, and anxiety shed light on areas where targeted interventions and support mechanisms can be introduced to enhance students' engagement and mastery of the English language through the Cambridge curriculum.

To conclude, the research findings presented in Chapter IV offer valuable insights into the implementation of the Cambridge curriculum at Al-Azhar Junior High School. These findings provide a nuanced understanding of various aspects related to the curriculum's execution and the challenges faced by students. Key observations can be summarized as follows:

1. Curriculum Implementation Stages

The research uncovers that the implementation of the Cambridge curriculum involves a comprehensive process. The planning stage is initiated at the beginning of the academic year, encompassing the collaboration of all teachers and parents. The learning planning closely follows the structure of the national curriculum, entailing the preparation of Rencana Pelaksanaan Pembelajaran (RPP). However, challenges arise during this phase as teachers navigate the alignment of learning objectives in the Cambridge curriculum with the Competency Standards and Basic Competencies of the National Curriculum. During the implementation stage, the principal takes an overseeing role. Notably, the evaluation of the Cambridge curriculum's implementation is conducted solely by the school itself, with no external evaluators from Cambridge involved.

2. Student Difficulties

The research identifies various factors contributing to student difficulties at Al-Azhar Junior High School, including inadequate vocabulary, mispronunciation, a lack of motivation, and heightened anxiety. While the overall conclusion drawn from the research indicates a satisfactory implementation of the Cambridge Curriculum at the school, there are notable

areas of improvement. The lesson planning process requires refinement to better align with national curriculum standards. Moreover, certain students still grapple with challenges in comprehending vocabulary when engaging with the Cambridge book and curriculum during English language learning.

In essence, the research findings highlight the school's commendable efforts in implementing the Cambridge curriculum, showcasing a collaborative approach involving educators and parents. Despite this positive endeavor, the research underscores the importance of ongoing development in terms of curriculum integration, particularly in addressing alignment issues in lesson planning. Furthermore, recognizing and addressing the students' difficulties, particularly in vocabulary acquisition, pronunciation, motivation, and anxiety, will contribute to refining the learning experience and enhancing the overall success of the Cambridge curriculum at Al-Azhar Junior High School Jambi. The insights derived from this research offer a foundation for potential interventions, improvements, and continued growth within the context of curriculum execution and student engagement.

D. CONCLUSION

Based on the results of the research described by the researcher in chapter IV, the following may be among the findings: All instructors and parents of students are involved in the implementation of the Cambridge curriculum during the planning stage at the start of the new school year. In the meantime, the Rencana Pelaksanaan Pembelajaran (RPP) serves as a national curriculum for the learning planning process. In preparing this lesson plan, the teacher continues to struggle with modifying the learning object in the Cambridge curriculum to the Competency Standards and Basic Competencies in the National Curriculum. At the stage of implementation, the Cambridge curriculum is supervised by the principal. Evaluation of the implementation of the Cambridge curriculum is conducted solely by the school, not by Cambridge evaluators.

Students at AlAzhar Junior High School struggle for a variety of reasons, including a lack of vocabulary, incorrect pronunciation, lack of motivation, and anxiety. On the basis of the aforementioned findings, it can be concluded that the implementation of the Cambridge

Curriculum at Al-Azhar Junior High School in Jambi is proceeding effectively. Nonetheless, there are still some deficiencies, such as in lesson planning, and some students continue to struggle with vocabulary comprehension when using the Cambridge book or Cambridge curriculum to learn English.

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