

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

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A B S T R A C T

The purpose of this study was a) to find out how teachers learn in implementing the Cambridge curriculum for non-English subjects, b) to find out what difficulties non-English teachers experience in implementing English language learning. The method used in this study is a qualitative descriptive research method. The object of this study was SMP Bina Insan Mulia, the subjects of this study were two teachers who taught non-English subjects at SMP Bina Insan Mulia. The instruments used in this study were interviews and documents compiled following the Cambridge curriculum. The results of interviews and analysis of teacher learning plans showed learning methods that implemented the Cambridge curriculum, the difficulties found were related to; problems with teachers' ability to use English; problems with students in their views on non-English subjects that must use English, student interests, the amount of practice, and also self-confidence. From the difficulties found, teachers made the class more interactive and interesting in teaching non-English subjects by using English as a medium of instruction.

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1. Introduction

English teaching and learning process includes four language skills, namely listening, speaking, reading and writing. According to Saragih (2020) these four skills should ideally be taught proportionally, comprehensively and systematically. To be able to teach English systematically, there are two processes that must be understood, namely the receptive process and the productive process. Listening and reading are included in the reception process while speaking and writing are included in the productive process. In other words, for students to be able to speak or write in English, they must first hear and read English texts.

The reading of Surah Al Isra verse 23 and its translation include:

وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا ۖ إِمَّا يَبُلُغَنَّ عِنْدَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُلْ لَهُمَا أُفٌ وَلَا تُنْهَرُهُمَا
 وَقُلْ لَهُمَا قَوْلًا كَرِيمًا

Meaning: "And your Lord has commanded you not to worship other than Him and to do good to your parents. If one of them or both of you reaches old age in your care, then never say to either of them the words 'ah' and do not shout at either of them, and speak to both of them good words." Learning English is important to interact with other people in the world. Therefore, according to Wulandari and Harida (2021) learning English is expected to do in school and other institution. The teacher should have a good strategy to evoke the

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The curriculum has a very important position in the entire educational process. The curriculum directs all forms of educational activities to achieve educational goals. Curriculum and learning are two different terms but cannot be separated from one another. Bina Insan Mulia Unggulan Middle School uses the Cambridge curriculum where all teachers use English as a preface in teaching and learning activities. The Cambridge curriculum consists of a wide range of subjects and gives schools flexibility in how they are implemented.

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. Apart from that, of course it will also grow their social skills. Maximizing interaction in the classroom with using English instructions in learning is an important part of the teacher's role as facilitator. It's not easy if you haven't used to. Interaction between students or other class members will not occur just like that, but a teacher has to consider the plan study thoroughly beforehand teach and specifically include this aspect of English instruction in teaching planning.

1.1. Definition of English Classroom Instruction

Learning is a formal process of acquiring or getting knowledge of subject or skill through study, experience, and instruction. Learning occurs by study, giving experience, and doing instruction Misrohawati (2022) stated English classroom instruction is a learning process that receives the subject matter from the teacher. Students play an active role by carrying out activities that can support the learning process. The variety of teaching techniques will help learners to get higher motivation to learn English easily. 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).

Communicative language teaching makes use of real live situations that necessitate communication according to Saragih (2020) English classroom instruction is a used to communicate and survive in class without using the mother tongue. Therefore, classroom language is teaching English by using language English. To be able to use this, teacher gradually give words, phrases, sentences and expressions commonly used in teaching and learning process in the classroom. There are several things that must teacher's pay attention to when using the classroom language in learning activities in class.

Types of teacher instructions

English teachers can follow these steps suggested by Chaudron in Saragih (2020) which mentioned that there are several strategies that teachers must do when using it classroom language, namely:

- Speak slower

When teachers use language English in class, the teacher speaks more slowly than when the teacher speaks in the situation different. This is done so that students easier to understand the word that be spoken.

- Using pause (pause)

Teacher used deep pauses use English to give opportunities for students to understand and digest the meaning of what is said. Location the pauses the teacher uses between words, between phrases and between sentences. Pause longer the teacher does when connecting two sentences.

- Changing the pronunciation

When teaching, teachers often use pronunciation which is not standard. Because when the teacher used standard pronunciation, many students cannot understand spoken meaning. In this case the teacher can follow the regional dialect. The teacher also inserts the correct pronunciation with how to repeat words spoken.

- Modify vocabulary

In this step, the teacher chooses vocabulary that is easy for students to understand and related to students' daily activities. This is done to create a language English is more meaningful and can be them use it in daily activities.

- Simplify grammar

At this step, the teacher does not always use proper grammar Correct. Teachers often simplify grammar so students don't focus too much on grammar. This is done because students didn't dare to speak because of them afraid of using grammar incorrectly.

1.1.2. English Classroom Instruction Process

Learning English is important to interact with other people in the world. Therefore, learning English is expected to do in school and other institution. 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). The goal of using a strategy is to make the students more active and communicative in the classroom. The strategy is used by the teacher to give motivation the students to speak up. The teacher has to stimulate the student by applying the good strategy.

English classroom is a learning process that receives the subject matter of the teacher; students play an active role by carrying out activities that can support the learning process. The learning process in the classroom as a sequence of changes in the development of learning activities which occur inside the desire to obtain a change in the self-learner form of knowledge, skills, or attitudes and behavior carried out by the interaction between learners and teacher in a learning environment. Learning process in the classroom is levels of learners in learning something that is implemented in the classroom.

The teacher should have a good strategy to evoke the students' Herawati (2022) stated points out that the first language takes a vital role in the target language learning, such as English in Indonesian context. When following the study of English class usually gets some difficulties, the teacher should use the various techniques during the lesson. In the classroom the students are sometimes crowded, less attention when learning takes place and many students lack of English vocabulary. The teachers therefore are challenged to develop various teaching techniques. The variety of teaching techniques will help learners to get higher

motivation to learn English easily. Zulaihah and Harida (2017) in Herawati 2022 highlighted that the successful students use their learning strategies more often, more efficient, and varied. In contrast, the less successful students have fewer and even less applicable learning strategies. Therefore, the teacher needs to apply the appropriate methods, strategy and learning approach to students' learning. This study is aimed to describe the English classroom learning and teaching activity.

2. Methods

The research design used in this research is analytical descriptive which is understood as research that aims to describe various existing phenomena, both natural and non-natural, because the instruments used are observations and interviews which will be described and described through sentences that have been created.

Object and Subject of the Research

The location of this research is one Junior High School in Cirebon. The location of this research is one of Middle School Jl. KH. Anas Sirojuddin, Cisaat, Dukupuntang, Cirebon, West Java 45652. The main subject of this research is to find out how is 3 teachers non-English teaching using English introductory words in teaching and learning activities.

Data Collecting Procedures

The main data collection techniques in this study were interviews, observation and documentation. Data collection is done naturally at the data source. Data collection techniques in qualitative research at Bina Insan Mulia:

Observation

Data collection techniques by direct observation of the object under study. This technique is carried out at an early stage before conducting the actual research, to ensure that the researcher or prospective researcher introduces himself and asks permission to conduct research from the respondent or the party concerned.

Documentation

Documentation is one method of collecting qualitative data by viewing or analyzing documents made by the subject himself or by other people about the subject. A large number of facts and data are stored in materials in the form of documentation. The documents analyzed in this research include the Cambridge curriculum implemented by the school and the RPP used by the sample teachers.

Interview

The interview is a means of re-checking or proving information or information previously obtained. The interview technique used in qualitative research is in-depth interviews. In-depth interviews are the process of obtaining information for research purposes by way of question and answer while face to face between the interviewer and the informant or interview, with or without using an interview guide, where the interviewer and informant are involved in social life relatively long.

Data Analysis Technique

Data analysis in qualitative research at Bina Insan Mulia Junior High School was carried out before going into the field, observing of research in the field and after completing research in the field. The research data was obtained from interviews, observation and documentation. Data analysis was carried out by organizing the data obtained into a category, describing the data into units, analyzing important data, compiling or presenting data according to the research problem in the form of a report and making conclusions so that it is easy to understand. The data analysis technique used was found in this study, essentially using analytical techniques.

3. Results and Discussion

3.1. Results

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

Document Analysis

In the analysis of the research document results, several analyses were obtained regarding teacher instructions in implementing English lessons as explained below.

1). Cambridge Curriculum

The research study utilized a combination of primary and secondary data for analysis. In addition to conducting interviews with the participants, secondary data in the form of school documents and teaching materials were collected. These documents consisted of lesson plans that had been used by the participants for teaching the English subject. The lesson plans served as secondary data to complement the primary evidence obtained from the interviews. As the teachers answered the interview questions based on their teaching experiences, the analysis focused on the teaching steps outlined in the lesson plans. The researcher sought to align the experiences shared in the interviews with the content of the lesson plans, assigning relevant answers to specific sections.

Checklist Observation Results

This checklist observation explanation is based on the results of research that has been conducted on three teachers with research evidence attached.

In the checklist observation that was conducted on teacher A, teaching and learning activities in the classroom took place well. Based on the results of the checklist observation on teacher A, it was found that teacher A did not use English instructions in teaching and learning activities, but the teacher had good self-confidence in teaching in the classroom, the teacher had teaching materials that contained English instructions, students understood the English instructions in the Cambridge curriculum and students became confident in using English.

Regarding the obstacles faced by teacher A, teacher A often takes English training courses anywhere, the teacher finds it difficult to organize vocabulary when speaking English, but the teacher has Cambridge curriculum learning tools in teaching and learning activities in the classroom and the teacher uses learning media such as showing videos so that students understand better in terms of audio and visual so that learning takes place well.

In the checklist observation that has been conducted on teacher B, the teaching and learning activities in the classroom took place well based on the results of the checklist observation on teacher B, it was found that teacher B used full English instructions in teaching and learning activities well where the teacher had good self-confidence in teaching in class, the teacher had teaching materials that contained English instructions, students understood the English instructions in the Cambridge curriculum because the teacher explained them well and students became confident in using English because the teacher used full English in the instructions in the classroom.

Regarding the obstacles faced by teacher B, teacher B often takes English training courses anywhere, teacher B does not find it difficult to organize vocabulary when speaking English and the teacher has Cambridge curriculum learning tools in teaching and learning activities in the classroom and the teacher uses learning media such as explaining materials showing videos so that students understand better in terms of audio and visual so that learning takes place well so that teacher B has no obstacles in instructing English in the classroom.

Difficulties Non-English teacher's in the Cambridge curriculum Implementation of English Instruction

Interview Results

From the interview that have been carried out on teacher A regarding the difficulties in teaching using English, the interview results were obtained with the following results:

Q1: How to increase English vocabulary and become familiar with it?

T-A: An effective way to learn English is to practice it in everyday life. Start by using English at home, either with family members or friends. In this activity, you can hone your speaking skills and expand your vocabulary.

According to the statement from teacher A, an effective way to learn English is to learn English quickly, by first learning various simple words in English that are often used in everyday conversation. Such as the words I, you, he, and other words that are commonly used in everyday conversation.

Q2: How do you make English learning interesting in class?

T-A: Songs are the most effective way to learn new vocabulary and improve pronunciation. Singing with dancing is very good for students because they can follow the movements even though they can't sing the song yet.

According to the statement from the interview results, songs are an alternative in learning English, not only that, the rhythm of the song that is interesting will make it easier for students to remember vocabulary in English. Moreover, if the song is their idol song, they will definitely be more enthusiastic in learning.

Q3: How do you increase your confidence in using English?

T-A: Listening to podcasts in English is an effective way to improve your listening skills and expand your vocabulary as well as improve your speaking skills so you will be more confident.

According to teacher A, as time goes by, there are many new ways to build confidence in learning English, such as by listening to English podcasts, students can add new vocabulary, improve their pronunciation better, and motivate them to speak. Listening to podcasts stimulates imagination and enhances imagination. Podcasts also sharpen cognitive function through focused engagement with various content topics.

Q4: How do you adapt your teaching materials to the Cambridge curriculum at this school?

T-A: Teachers try to develop the Cambridge curriculum, including compiling a Lesson Plan or in Indonesian called RPP which refers to the framework or in Indonesian called the syllabus made by Cambridge. The Lesson Plan is made according to the learning topic.

From the statement of teacher A above, the teaching materials are adapted to the Cambridge curriculum where English is the medium of instruction so that the teaching materials are balanced with student learning in class.

Q5: What is the solution to your English language difficulties in adapting to the curriculum at this school?

T-A: The right way to increase vocabulary is by reading and listening. You can do this activity casually, such as watching movies, listening to songs, reading books, and so on.

According to teacher A, vocabulary can be easily obtained from anywhere, such as from watching TV, listening to songs, and reading books. This makes it easier to learn English because the school curriculum uses English as the language of instruction.

Q6: How to increase your English vocabulary and become familiar with it?

T-A: Find any version you like, whether it is printed, software, or online. A good dictionary is a hundred times better than Google Translate. Whenever you come across a new word, look it up in a dictionary to find out how to pronounce it and what it means. Use an encyclopedia to find out the antonyms and synonyms of the word or phrase.

According to this statement, teacher A has an alternative in increasing vocabulary by studying an English dictionary, Google Translate, and an encyclopedia as a way of learning to increase English vocabulary.

From the interview that have been carried out on teacher B regarding the difficulties in teaching using English, the interview results were obtained with the following results:

Q1 : How do you practice English for classroom learning activities?

T-B: Finding a free English learning site that can be studied at home is the right choice. Online English learning sites are usually equipped with text, images, and sound to make it easier for you to learn.

According to the statement from the interview results of teacher B, teacher B believes that learning through online English sites is very helpful in learning English because everyone now has internet facilities.

Q2: How do you make English learning interesting in class?

T-B: Students also enjoy being read stories by their teachers. Reading stories from English books can also be a fun way to learn English. Choose books with interesting illustrations or interactive books so that students are more interested. You can also read short story books specifically for learning English. Occasionally invite students to take turns reading English stories.

According to teacher B, in making learning in class interesting by reading English stories so that students are interested in the content of the story being read but in a different language, it makes students more interested in the language that appears in the same story but in a different language.

Q3: How do you increase your confidence in using English?

T-B: Liking and admiring celebrities, YouTubers, musicians, or even people around you who are good at speaking English. At least, there must be a desire within you to just imitate their speaking style. This can trigger your courage to start speaking English, until over time your self-confidence can build by itself.

According to teacher B, to increase self-confidence in speaking English, you can admire personal idols such as foreign actors. This can trigger someone because their idol speaks English, which makes their fans imitate the language spoken by their idol.

Q4: How do you adapt your teaching materials to the Cambridge curriculum at this school?

T-B: Lesson Plan is arranged as several steps or efforts of teachers in implementing learning activities which are arranged to adjust to conditions in the field or learning environment of students. Teachers can link and combine learning indicators.

According to teacher B, learning indicators are variables used to determine the success of learning activities. Learning indicators are markers of the achievement of basic competencies (KD) which include knowledge, attitudes, and skills. Learning indicators can also be used to determine the extent to which learning objectives have been achieved.

Q5: What is the solution to your English language difficulties in adapting to the curriculum at this school?

T-B: Another way to improve your speaking skills is to take an English course can choose an English course according to what you like. In addition to studying, you will also practice directly with fellow course participants to speak English.

According to teacher B, in adapting the curriculum at school with English as the language of instruction, we can take English courses which may be provided by the school or external institutions outside of school in order to improve English vocabulary.

Q6: How to increase your English vocabulary and become familiar with it?

T-B: Look for challenging word games that will help you discover new words. Examples include puzzles, anagrams, scrabble, word scrambles, and boggle.

According to teacher B's statement from the interview results in improving English vocabulary, someone can get it from various types of popular English games such as puzzles, anagrams, scrabble, word scrambles, and boggle. These games can improve someone's English vocabulary because many words are obtained from these games.

3.2. Discussion

In today's digital era, technology has become an important part of the learning process. Different types of technology are used to improve the effectiveness and efficiency of teaching and learning, one of the most common types of technology is learning software and hardware. Computer-based learning allows students to learn in an interactive and fun way. These programs often come with multimedia elements such as video, audio, and graphics, which can help reinforce students' comprehension. The use of learning platforms is also increasingly popular among educational institutions. The platform provides access to a wide range of resources that allow students to learn anytime and anywhere. In addition, mobile technology such as learning applications on smartphones provides additional flexibility for students in accessing subject matter. These apps are often designed to support a self-paced learning approach and can be tailored to each student's individual needs. Thus, they have a greater chance of understanding the material according to their personal learning style.

The use of Canva as a learning media is very helpful and makes it easier for students to write recount text and hone students' creativity in creating works digitally. Recount text is a text that functions to retell an event or experience that has already occurred. The integration of digital tools like Canva can significantly improve students' writing skills by providing a visually appealing platform that supports the structuring of their ideas and narratives.

Canva is an online graphic design tool that allows users to create visually appealing things through easy-to-use templates and design features. By using Canva in the writing process, students can visualize the sequence of events they want to tell. By combining images, and various layouts that can help clarify the structure of their storytelling. This visual representation not only helps in organizing information but also fosters creativity and makes the writing process more enjoyable. This makes students interested because the media used is not boring. It can be seen that when students have successfully written recount texts, they are very happy with their own work.

4. Conclusion

This sub-chapter discusses the discussion which contains about Teacher's Instruction in Implementation of Cambridge Curriculum for Non-English Subject and Difficulties do non english teacher's have in implementation english intstruction.

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

Based on the results of research and observations that have been carried out by analyzing supporting documents such as the Cambridge curriculum used by schools and the learning implementation plans used by teachers, it can be explained as follows.

a.) Document Analysis

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. The Cambridge curriculum emphasizes the development of students' talents

and interests. If students are not interested and not talented in a field of study, of course they will not be able to understand it deeply. This is the main concern of schools based on this curriculum.

b.) Teacher Instruction Observation Results

Based on the research results that have been explained above, it was found that non-English teachers can use English as a medium and instruction in class according to the Cambridge curriculum. Teachers use teaching and learning materials according to school rules and curriculum so that it makes learning run well, makes students more confident in teaching and learning activities in class and makes students confident in using English in answering teacher instructions in class. Based on the research results that have been explained above, it was found that non-English teachers can use English as a medium and teaching in the classroom according to the Cambridge curriculum. Teachers use teaching and learning materials in accordance with school regulations and curriculum so that learning runs well, making students more confident in teaching and learning activities in the classroom and making students confident in using English in answering teacher instructions in the classroom. The difficulties that teachers experience in using English to adjust their Cambridge curriculum apply various ways to facilitate teaching using English in their non-English lessons such as taking English course training held by schools or taking outside school, opening English learning sites on the internet, studying dictionaries to English encyclopedias to games that have a lot of English vocabulary.

Difficulties non-English teachers in the Cambridge curriculum Implementation of English Instruction

Based on the data obtained from the interview, the teachers claimed that students with lack of English proficiency are hardly understood teachers' explanation and instruction in English. The teachers found there were students who did not understand when the teachers. After analyzing the data by using thematic analysis, the researcher found that there were difficulties faced by teachers on the implementation of English as a medium of instruction for young learners as follow: (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. Therefore, the discussion of those points will be explained below to see more information about them.

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