

**EFL TEACHERS' STRATEGIES IN TEACHING ENGLISH WRITING
USING INTEGRATED CURRICULUM (A CASE STUDY AT BILINGUAL
CLASS PROGRAM MTS NEGERI 1 MALANG)**

THESIS



By:

Istifadah

NIM. 19180015

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

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THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (S.Pd.) in the English Education
Department



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ENGLISH EDUCATION DEPARTMENT

**FACULTY OF EDUCATION AND TEACHER TRAINING
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2023

LEGIMITATION SHEET

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THESIS

by:

Istifadah (19180015)

Has been defended in front of board of examiners at the date of (July 7th, 2023)
and declared PASS

Accepted as the requirement of the Degree of English Language Teaching (S.Pd.)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

Signature

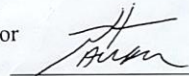
1. Maslihatul Bisriyah, M.TESOL.
NIP. 198909282019032016

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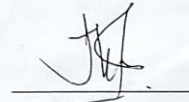
2. Dr. Alam Aji Putera, M.Pd.
NIP. 19890421201802011153

Secretary/Advisor



3. Prof. Dr. Hj. Like Raskova O., M.Ed.
NIP. 197410252008012015

Main Examiner



Approved by

Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University of Malang



Prof. Dr. H. Nur Ali, M.Pd.
NIP. 19650403 1998031 002

OFFICIAL ADVISOR'S NOTE

The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University of Malang
In
Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing technique, and after reading student's thesis as follow:

Name	: Istifadah
Student ID Number	: 19180015
Department	: English Education
Thesis	: EFL English Teachers' Strategies in Teaching Writing Using Integrated Curriculum (A Case Study at Bilingual Class Program MTs Negeri 1 Malang)

Therefore, we believed that the thesis of Istifadah has been approved for further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb.

Advisor,



Dr. Alam Aji Putera, M.Pd.
NIP.19890421201802011153

APPROVAL

This is to certify that the thesis of Istifadah has been approved by the advisor for further approval by the board of examiners.

Malang, June , 2023
Advisor,



Dr. Alam Aji Putera, M.Pd.
NIP. 19890421201802011153

DECLARATION OF AUTHORSHIP

Bismillahirrahmaanirrahiim,

Herewith:

Name : Istifadah
Student ID Number : 19180015
Department : English Education
Address : Jl. Kawi RT. 24 RW. 07 Desa Jeru, Kecamatan
Turen, Kabupaten Malang, Provinsi Jawa Timur,
65175

Declare that:

1. This thesis has never been submitted or published to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has never been written in collaboration with any other person, not does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 30th June 2023
The Researcher,



Istifadah

NIM. 19180015

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Sesungguhnya, akan datang kemudahan, setelah adanya kesulitan.”

(Q.S. Al-Insyirah, 94: Verse 5)

“Sesulit apapun itu, jangan pernah menyerah.”

THESIS DEDICATION

I dedicate this thesis, first thing first, is to my beloved parents and siblings, my father namely Machmud and my mother Siti Maimunah, my oldest brother Ilham Arif Bachtiar, my elder sisters Khusniatul Ma'rufah and Zumrotul Mahmudah, who have fully supported, encouraged, motivated, and prayed for my best. I also dedicate this thesis to my aunt Hj. Munifah Asy'ari who loves me the way my mother does and helps lot of stuff I cannot count enough when I was in senior high school, until I can continue my study in university and finish this thesis to fulfill my graduation requirement. Furthermore, I dedicate this thesis to my thesis supervisor Dr. Alam Aji Putera, M.Pd. who has helped and guided me a lot, to not only completely finishing this thesis very well, but also giving million valuable suggestions for the sake of my better in future life. Last but not least, I dedicate my thesis to all of my relatives and friends I cannot mention one by one who have given me support, motivation, prayer, enthusiasm, and helped me going through this thesis process in a good condition.

ACKNOWLEDGMENT

Bismillahirrahmaanirrahim,

All praises and thanks to Allah SWT, who has given the researcher mercies and blessings so that she is able completing this final project entitled “EFL Teacher Strategies in Teaching English Writing Using Integrated Curriculum (A Case Study at Bilingual Class Program MTs Negeri 1 Malang)”. Sholawat and greetings may always be bestowed on the son of Abdullah, our beloved prophet, Muhammad SAW, and hopefully we will get his intercession at the end of the world.

With the completion of writing this thesis to complete the final project for undergraduate level, the researcher would like to express many thanks to all those who helped and supported the researcher so that she was able conducting the research without any heavy obstacles. The researcher believes that without those help and support, the researcher would not be able finishing this thesis quickly. With all humility, the researcher expresses many thanks to:

1. Allah SWT, who has provided opportunities and health so that the researcher can conduct the study without any obstacles. Sholawat and greetings are also delivered to prophet Muhammad SAW, who guided his people to the right path, namely the religion of Islam.
2. My beloved family, my father Machmud, my mother Siti Maimunah, my older brother and sisters, Ilham Arief Bachtiar, Khusniatul Ma'rufah, M.P., Zumrotul Mahmudah, S.P., my brother and sisters in law, and all extended relatives who have given me support and encouragement and also prayers. Because without their support and prayers, I would not be in this position and finish this thesis.

3. Prof. Dr. H. M. Zainuddin, MA. as the rector of Maulana Malik Ibrahim Malang State Islamic University.
4. Prof. Dr. H. Nur Ali, M.Pd. as the Dean of the Faculty of Education and Teacher Training Maulana Malik Ibrahim Malang State Islamic University.
5. Prof. Dr. H. Langgeng Budianto, M.Pd. as the Head of English Education Department, entuses all English students and imparts their knowledge.
6. Dr. Alam Aji Putera, M.Pd. as my advisor and does also a father in the campus, who has always guided me from the beginning of the thesis composing, revising and correcting, providing directions, suggestions, and help me so much to go through the thesis phase, until I can complete this thesis on time. Without his help, I might not be in this position and finish this thesis.
7. All lecturers majoring in English Education who have helped in the learning process for these four years, thank you for the knowledge I have never learned before. All the hard work and everything given will be a blessing.
8. Taufik Satria Mukti, M.Pd. as the first lecture who gave me a chance to do writing collaboration so I can publish my first article which become my undergraduate publication requirement.
9. Wahyu Indah Mala Rohmana, M.Pd., Ima Mutholliatil Badriyah, M.Pd., and Maslihatul Bisriyah, M.TESOL., who have given me opportunities to do research collaboration so I can learn a lot how to write more proper rather than before, so that I can finish my thesis without less obstacles in writing process.
10. Drs. H. Nasrullah, M.Pd.I., as the head of the MTsN 1 Malang who has given me permission for both the place and time to conduct research to completion at MTsN 1 Malang.

11. Dra. Hj. Roudlatul Hasanah, M.Pd. and Miss Faza, S.S. as the head of Bilingual Class Program at MTsN 1 Malang as well as English teachers who have been willing to become informants in the research and help the research process until the completion.
12. Five students' representative of eight graders at Bilingual Class Program namely, Rif'at, Ali, Nilza, Falin, and Olivia who have been willing to become my additional informants.
13. My closest friends, namely Queen Salsabila, Ivon Ravika, Elysa Hardiyanti, Firnanda Maghfiroh, Lia Nuzula Rohmah, and Alisa Qotrun Nada, special people who always help and support my up and down journeys to accomplish this thesis. Thank you for strengthening me, giving me positive energy and never stopping to advise and encourage me. May you always be given smoothness in everything and be given happiness.
14. My thesis comrades, Elma Diana, Afiya Ulin Nuha, Nadia Rahmadani, Akhmad Ramadhan Ajijaya, and also special mention to Mas Anggi Yusuf, S.Pd., thank you for your support, help, advice, suggestions, caring and sharing each other, until I can finish this thesis very well. May Allah bless your thesis phase as well and your future.
15. Gus Angga Teguh Prastyo, M.Pd. and Gus Dr. Achmad Diny Hidayatullah as two senior in UKM LKP2M who have given a lot of advice, suggestions and information related to writing so that I could take several opportunities for my personal development. Thank you very much. May Allah bless you and your families.

16. My UKM family, Gus Andi Muhammad Galib, S.H., Ning Nada Oktavia, M.Pd., Gus Abdurrahman Ambu Dalle, S.Pd., and Ning Anisa Putri, S.Pd., thank you for delivering some of your writing competencies for me, thank you so much for your support all of this time, and thank you for helping me growth in UKM. I learned a lot from you, may Allah bless you all wherever you are.
17. My UKM family Gus Mukhammad Mahmuri, S.H., Gus Dzikrul Tafuzi Muiz, S.Ag., Gus Izzuddin Rifqi, S.H., Ning Regita Cahyani, S.Pd., who have taught me a lot and become important part of my processes in UKM, given advices, supported when I was in a low condition. Thank you, may Allah bless your way in the future.
18. My UKM comrade-in-arms, Alvani, Ridho, Falah, Jihar, Maulana, Asrori, and my dear younger UKM families, Edvin, Ayu, Nabila, Prasetya, Alif, and all Gus and Ning I could not mention one by one, who supported me during my lowest phase in UKM and believed in me so I can put myself better. Thank you so much for doing such a great things in one of my life phases. May Allah bless you all and your future.
19. My IPNU-IPPNU families in PAC Turen, thank you for providing me opportunity to growth and giving me time for finishing this thesis. May Allah ease your ways.
20. My new family in HMI UIN Malang, than you for giving me chance to be your family member. I hope I can learn a lot from you and give my best service in the future.

21. All friends, Class of English Education 2019 (FASTCO 2019), thank you for the process together, providing information and helping each other. I hope that whatever we hope will always be given smoothness and convenience, especially in completing this thesis.
22. Special thanks to my favorite man since I was in fifth grade at elementary school, ZAYN JAVADD MALIK. Thank you for always being there in my every gloomy day for the last twelve years. Thank you for being my reason to smile after my parents when my world lights off. Wish me luck for having a husband who can replace your existence several years ahead hahaha. May Allah bless your life.
23. And last but not least is for me, “HATS OFF FOR MYSELF”, congratulation, you did this well. Thank you for always trying to stand, survive, and be strong for all the stuff you’ve been through. Thank you for growing as a ‘NEVER GIVE UP’ kind of person. Thank you for finally passing all the obstacles in the thesis era. Congratulations once more. You are great. I’m proud of you.

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia decision number 158 of 1987 and number 0543b/U/1987 as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

أي = ay

أو = ŭ

إي = ĭ

C. Dipthong Vocal

أو = aw

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ABSTRACT

Istifadah, Istifadah. 2023. EFL Teachers' Strategies in Teaching English Writing Using Integrated Curriculum (A Case Study at Bilingual Class Program MTs Negeri 1 Malang). Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisors: Dr. Alam Aji Putera, M.Pd.

Keywords: EFL, Teaching Writing, Strategies in Teaching Writing, Integrated Curriculum.

As a very important ability to master, English has four based-skills, two of which are productive skills and the others are receptive skills. Two productive skills in English are speaking and writing. Writing skills bring a very fundamental stuff to learn from an early age for a person's ability to master a language. In the process of teaching writing, best particular strategies and curriculum are needed to support the learning objectives that will be achieved from the teaching and learning process. In this case, the researcher found a case of the use integrated curriculum between the 2013 Curriculum and the Cambridge International Curriculum as one of the learning foundations for a Bilingual class program in one of the schools in Malang Regency, namely MTs Negeri 1 Malang. The interesting part is that this school is based in a rural area, but has been able to conduct such an integrated curriculum by using Cambridge International Curriculum in English subject. Thus, to know more in-depth about the strategies in teaching English in this school, especially for writing skills, this research aims to explore the use of strategies applied in teaching English writing skills based on an integrated curriculum. This research used a qualitative approach with a case study design. The research was carried out in class VIII Bilingual Program at MTs Negeri 1 Malang. The subjects in this research were two English teachers and five representative students who took part in English writing lessons in the class VIII Bilingual Program. The data collection techniques are carried out through observation, interviews and documentation. Meanwhile, the data analysis techniques are carried out through data reduction, data presentation, and drawing conclusions. The research results show that there is one strategy applied by teachers in teaching writing based on the use of an integrated curriculum, namely the Genre-Based Approach (GBA). However, because the implementation of the integrated curriculum in the field is separated, GBA is also implemented through two different stages. In the 2013 Curriculum, the first teacher implemented GBA in teaching English writing through four learning stages, namely Background Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text. Meanwhile, in the Cambridge International Curriculum classroom design, the second teacher only implemented three main stages in teaching writing using GBA, namely Build Textual Understanding, and Build Contextual Understanding which represent the stages of Background Knowledge

of Field, Modeling of Text, and Joint Construction of Text. This is because in using the Cambridge curriculum, English writing skill is only one part of three other skills that must be studied in one unit of material. Therefore, these three stages are deemed to be most appropriate to meet the demands in the Cambridge International Curriculum learning material units according to the time allocation of learning.

ABSTRAK

Istifadah, Istifadah. 2023. *EFL English Teachers' Strategies in Teaching Writing Using Integrated Curriculum (A Case Study at Bilingual Class Program MTs Negeri 1 Malang)*. Skripsi, Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alam Aji Putera, M.Pd.

Keywords: EFL, Pengajaran *Writing*, Strategi dalam Pengajaran *Writing*, Kurikulum Integrasi.

Sebagai kemampuan yang sangat penting untuk dikuasai, Bahasa Inggris memiliki empat keterampilan utama, yang dua diantaranya merupakan keterampilan produktif dan dua lainnya merupakan keterampilan reseptif. Dua keterampilan produktif dalam Bahasa Inggris yaitu berbicara (*speaking*) dan menulis (*writing*). Keterampilan menulis memiliki esensi yang sangat penting untuk dipelajari sejak dini bagi kemampuan seseorang menguasai suatu bahasa. Dalam proses belajar dan mengajar pengetahuan serta keterampilan dalam menulis, diperlukan yang namanya strategi dan juga penggunaan kurikulum untuk mendukung tujuan pembelajaran yang akan dicapai dari proses belajar dan mengajar. Dalam hal ini, peneliti mendapati adanya kasus penggunaan kurikulum integrasi antara Kurikulum 2013 dan *Cambridge International Curriculum* sebagai salah satu landasan pembelajaran bagi program kelas Bilingual di salah satu sekolah di Kabupaten Malang, yaitu MTs Negeri 1 Malang. Yang menarik dalam kasus ini adalah MTsN 1 Malang memiliki basis lokasi di pedesaan, namun sudah mampu menyelenggarakan kurikulum integrasi dengan menggunakan *Cambridge International Curriculum* pada mata pelajaran Bahasa Inggris. Oleh karena itu, untuk mengetahui lebih mendalam tentang strategi pengajaran bahasa Inggris di sekolah ini, khususnya untuk keterampilan menulis, penelitian ini bertujuan untuk mengeksplorasi penggunaan strategi yang diterapkan dalam pengajaran keterampilan menulis dalam Bahasa Inggris (*writing*) berdasar pada kurikulum integrasi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Penelitian dilaksanakan pada kelas VIII Bilingual Program di MTs Negeri 1 Malang. Subjek dalam penelitian ini adalah dua guru Bahasa Inggris dan lima siswa representative yang mengikuti pembelajaran *English writing* di kelas VIII Bilingual Program. Teknik pengambilan data dilakukan melalui observasi, wawancara, dan dokumentasi. Sedangkan, teknik analisis data dilakukan melalui reduksi data, presentasi data, dan penggambaran kesimpulan. Hasil penelitian menunjukkan bahwa strategi yang diterapkan oleh guru dalam mengajar *writing* berdasarkan penggunaan kurikulum integrasi ada satu, yaitu *Genre-Based Approach* (GBA). Akan tetapi, karena implementasi dari integrated kurikulum yang dipisah, maka GBA juga diterapkan melalui dua tahapan yang berbeda. Pada Kurikulum 2013, GBA dilaksanakan melalui empat tahapan pembelajaran yaitu *Background*

Knowledge of Field, Modelling of Text, Joint Construction of Text, dan Independent Construction of Text. Sedangkan, pada desain kelas *Cambridge International Curriculum*, hanya terdapat tiga tahapan utama dalam pengajaran writing menggunakan GBA, yaitu *Build Textual Understanding*, dan *Build Contextual Understanding* yang mewakili tahapan *Background Knowledge of Field, Modelling of Text, dan Joint Construction of Text.* Hal ini karena dalam penggunaan kurikulum *Cambridge*, keterampilan menulis dalam Bahasa Inggris hanya menjadi satu irisan dari tiga keterampilan lain yang harus dipelajari dalam satu unit materi. Oleh karena itu, tiga tahapan tersebut merupakan tahapan yang dirasa paling tepat untuk mencukupi tuntutan dalam unit materi pembelajaran *Cambridge International Curriculum* sesuai alokasi waktu pembelajaran.

أطروحة

استفادة ، استفادة. 2023. استراتيجيات معلمي اللغة الإنجليزية كلغة أجنبية في تدريس الكتابة باستخدام منهج متكامل (دراسة حالة في برنامج ثنائي اللغة مدرسة طنوية بلد واحد مالانج). أطروحة قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المستشارون: د. عالم أجي بوتيرا.

الكلمات الرئيسية: الإنجليزية كلغة أجنبية ، تعليم الكتابة ، استراتيجيات في تعليم الكتابة ، مناهج متكاملة.

كمهارة مهمة للغاية ، تتمتع اللغة الإنجليزية بأربع مهارات رئيسية ، اثنتان منها مهارات إنتاجية والآخران مهارات تقديرية. من بين المهارات الإنتاجية للغة الإنجليزية /التحدث والكتابة. النظر في كيف أن القدرة على الكتابة باللغة الإنجليزية هي مهارة يتم التقليل من أهميتها للتعلم أكثر من القدرة على التحدث ، على الرغم من أن مهارات الكتابة لها جوهر مهم للغاية يجب تعلمه في وقت مبكر لقدرة الفرد على إتقان اللغة. لذلك ركز الباحثون في هذه الدراسة على إبراز مشكلة مهارات الكتابة باللغة الإنجليزية في الدراسة التي أجروها. أكثر من ذلك ، في عملية التعلم وتدريب المعرفة والمهارات في الكتابة ، هناك حاجة إلى استراتيجية التعلم. تعتبر استراتيجية التعلم مكوناً أساسياً يجب إعداده قبل أن يقوم المعلم بعملية التعلم والتدريس في الفصل الدراسي. وذلك لأن استراتيجية التعلم هي المفهوم الرئيسي الذي يحدد عملية التعلم في الفصل ككل (كلي). لذلك ، فإن اختيار الاستراتيجية الصحيحة سيوفر أيضاً عملية التعلم الصحيحة أيضاً. لذلك ، من المتوقع أن توفر أقصى قدر من النتائج للطلاب. بالإضافة إلى اختيار استراتيجية ضرورية لتحديد مراحل التعلم ، فإن استخدام المنهج يحدد أيضاً نتائج التعلم التي سيتم الحصول عليها من عملية التعلم والتعليم. في هذه الحالة ، وجد الباحث حالة لاستخدام المنهج المتكامل كأحد أسس التعلم لبرنامج الفصل ثنائي اللغة في إحدى المدارس في مالانج ، وهي مدرسة طنوية بلد واحد مالانج. يتكون تكامل المناهج المستخدمة في المدرسة من استخدام تصميم الفصل الدراسي المختلط مع منهج 2013 ومنهج كامبريدج الدولي. بالنظر إلى هذه الحالة الخاصة ، تهدف هذه الدراسة إلى استكشاف استخدام الاستراتيجيات المطبقة في تدريس مهارات الكتابة باللغة الإنجليزية (الكتابة) بناءً على منهج متكامل. تستخدم هذه الدراسة نهجاً نوعياً مع تصميم دراسة الحالة. تم إجراء البحث في الفصل الثامن من البرنامج ثنائي اللغة في مدرسة طنوية بلد واحد مالانج الذي يتألف من 30 طالباً ، واثنين من مدرسي اللغة الإنجليزية كمخبرين أو موضوعات بحثية. تم تنفيذ تقنيات جمع البيانات من خلال المراقبة والمقابلات والتوثيق. تم التحقق من صحة البيانات من خلال تقنيات التثليث ، وهي المصدر والطريقة والتثليث الزمني. وفي الوقت نفسه ، يتم تنفيذ تقنيات تحليل البيانات من خلال تقليل البيانات وعرض البيانات واستخلاص النتائج. وأظهرت النتائج أن هناك استراتيجية واحدة طبقها المعلم في تدريس الكتابة تعتمد على استخدام منهج متكامل وهي الاستراتيجية المبنية على النوع. ومع ذلك ، في تنفيذها ، يتم تنفيذ الاستراتيجية القائمة على النوع من خلال مرحلتين مختلفتين. في المناهج الدراسية العادية أو منهج 2013 ، يتم تنفيذ النوع المستند إلى النوع من خلال أربع مراحل من التعلم ، وهي المعرفة الخلفية للمجال ، ونمذجة النص ، والبناء المشترك للنص ، والبناء المستقل للنص. ويرجع ذلك إلى أن بناء المراحل الأربع يمكن أن يلبي متطلبات تصميم تعلم المناهج لعام 2013 ، حيث يتم تجزئة المواد التعليمية وفقاً لأنواع أو أنواع معينة من النص. وفي الوقت نفسه ، في تصميم فصل مناهج كامبريدج الدولية ، هناك ثلاث مراحل رئيسية فقط في تدريس الكتابة باستخدام الاستراتيجية القائمة على النوع ، وهي الكتابة المسبقة والكتابة وإعادة الكتابة. هذا لأنه في منهج كامبريدج الدولي ، فإن المهارات التي يجب تعلمها في اجتماع واحد معقدة للغاية. وبالتالي ، فإن مهارة الكتابة باللغة الإنجليزية ليست سوى شريحة واحدة من المهارات الثلاث الأخرى التي يجب تعلمها في وحدة واحدة من المادة. لذلك ، فإن هذه المراحل الثلاث هي المراحل التي تعتبر الأكثر ملاءمة لتلبية متطلبات وحدة المواد التعليمية لمنهج كامبريدج الدولي. أكثر من ذلك ، وجدت الباحثة أن تطبيق الاستراتيجية المبنية على النوع من خلال مرحلتين التعلم كان متوافقاً مع العديد من النظريات في الدراسات السابقة.

CHAPTER I

INTRODUCTION

A. Background of the Study

It is undeniable that learning English is very important for surviving industrial advancement nowadays. Besides being beneficial to build global competitive knowledge, communication skills in English can also bring opportunities for worldwide citizens (Susanto & Nanda, 2018). Regarding competitive examinations and English as the most useable language around the globe, proficiency can also become the pathway to selection for and entry into the most desired jobs and careers in the world (Subasini & Kokilavani, 2014).

Moreover, Islam also highly recommends that people learn the most functional language if those people do not want to be deceived by the owner of the language. Umar bin Khattab r.a once said:

مَنْ عَرَفَ لُغَةَ قَوْمٍ أَمِنَ مِنْ مَكْرِهِمْ

"Whoever learns the language of a people, then he is safe from his tricks" (H.R Baihaqi).

This hadith indicates the importance of learning other languages, especially with the condition that English is the language that controls almost the whole knowledge in the world. Thus, learning and mastering English are very fundamental things to consider.

To be considered proficient in English, learners must master at least four-based skills of English proficiency: receptive and productive. The receptive skills consist of listening and reading, while the productive skills consist of speaking and writing (Susini & Ndruru, 2021). Each proficiency has a different degree of

challenge in learning it. Nevertheless, since productive skills permit learners to perform in communicative aspects such as oral presentations or written studies, most assume they become more challenging to master than receptive skills (Rico, 2014). However, in this study section, the researcher only discuss one productive skill in English, namely writing.

Lombana (2016) stated that writing is considered very challenging and complex to master, even for the people in native language. This is because putting any ideas in the form of writing, especially for academic writing, need particular expertise and sensitivities that must be formed from writing habit since an early age. Hedge (2017) stated that to create actual effective writing, someone might be aware of several fundamental aspects to convey meaning, grammatical complexities to emphasize, lexical resources of vocabulary, and appropriate sentence structures for readers. Writing must consider several essential components, including word choice, grammar usage, syntax, mechanics, and organization of ideas to be a coherent and cohesive form (Gebhard cited in Apsari, 2017). Thus, those expertise and sensitivities make writing to be considered as the one which is very challenging to master.

Furthermore, many other factors affect the difficulty level of learning writing skills especially for English foreign learners (EFL). Jaramillo and Medina (2011) stated that some factors which influence EFL students struggle to learn writing skills are the complexities related to the sentence constructions and grammatical errors. Furthermore, if the writing leads to academic writing, some pointed-out problems with lexical choices, punctuation, or coherence in every sentence and paragraph are also crucial to master (Quintero, 2008).

Some of logical reasoning that prove writing as a very important skill to master are writing skill can help human transmitting information, maintaining financial accounts, keeping historical records, and similar activities (Nguyen Thanh Huy, 2015). Robert Todd Carroll (1990) in Hadi (2022), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. It is the official element for the development of printed document, book and Internet. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our life.

However, even though writing skill is very important for someone's life, not all people are able constructing a good writing, especially in English. Those problems are like having anxiety and may fail because they do not have writing habit; lack necessary strategies in organizing ideas, gathering information, and combining ideas; or even thought that their English is not enough to express ideas in the form of writing (Selma Kara, 2013). One of the effect of not learning writing is getting difficulties in individuals' career choices and academic decisions, less confidence in academic environment, cannot deliver proper messages in the form of writing, even some difficulties in getting jobs, scholarships, business project, and some related parties. Those are the consequences of not acquiring writing mastery.

Hence, a proper strategy is needed early on to obtain optimal results in learning writing skills.

Teaching strategy is defined as a way that teachers plan to conduct the teaching and learning process to achieve the learning objectives. Selecting an appropriate strategy to teach a particular subject is very crucial. The more appropriate strategy, the more the strategy can help improving students' performances. This is since the successful of learning strategies cover the plan of all activities that would be carried out in the class. Thus, the successful of teaching and learning activities are also decided through the chosen of appropriate learning strategies (Simsek & Balaban, 2020).

Besides learning strategies, the role of the curriculum in the learning process is no less crucial. Redwood-Campbell et al. (2011) states that the curriculum framework can support the design, delivery and evaluation of learning, all three of which are obtained through determining the most proper strategy. Therefore, as a set of plans and arrangements used to achieve certain educational goals, determining the use of curriculum should never be underestimated (Rahma Wahyu, 2013).

Sulfemi (2018) wrote that curriculum is one of the aspects that determine success in a lesson. More than that, the curriculum is also a system that determines learning programs to achieve the institutional goals of each institution. So the curriculum plays an important role in realizing the quality of high-quality learning. This also underlies the regular developments in the national curriculum, adjusted to the needs of education in Indonesia. However, apart from linearly implementing the national curriculum, institutions can innovate curricula according to the needs of

students as well as institutional goals. In the end, this encourages many educational institutions to implement an integrated curriculum as a curriculum option to implement.

An integrated curriculum is two or more curricula that are put together and implemented in schools to provide students with a complete experience (Liza et al., 2018). In general, schools will integrate the national curriculum with another curriculum to obtain more comprehensive results. One example is the integration between the 2013 National Curriculum currently used in Indonesia and the international based curriculum, namely Cambridge International Curriculum.

Based on information obtained from the official website of the British Council Indonesia Foundation, the Cambridge International Curriculum is a curriculum under one of the units of the University of Cambridge, namely the Cambridge Assessment of International Education (CAIE). As the name implies, the Cambridge International curriculum provides educational programs and qualifications, especially for students aged 5 to 19 years, that are internationally recognized (Council, 2023). Even though it has several significant differences, one of which is the classification of different educational levels, integrating this curriculum with the 2013 national curriculum is considered capable of providing more optimal learning outcomes for EFL (Hasanah, 2020).

Anderson (2013) stated that combining two curricula allowing school or educators to bring together the separate pieces of a curriculum into a coherent whole that facilitates meaningful associations across subject matter. Moreover, teachers can give the extent and depth of the content for each topic in the program and give students better overview of the issues and activities for each content to verify the

knowledge and skills of students (Ristevska & Sivakova-Neshkovska, 2017). Therefore, the use of integrated curriculum become choices to some educational institution which aims to support students' materials and learning development.

This aligns with the preliminary research conducted by researcher at Madrasah Tsanawiyah Negeri 1 Malang on February 10, 2023. Researcher interviewed one teacher who teaches English subjects and applied to learn with the integrated curriculum of the 2013 Curriculum and Cambridge Curriculum. The implementation of this integrated curriculum is deliberately only carried out in a special class, namely the Bilingual class program. The teacher stated that the implementation of integrated curriculum aims to obtain more optimal results in achieving English comprehension skills. Moreover, this also aims to create the Bilingual class program as a pilot class for other classes in terms of English language proficiency. School principals and teachers believe that the integration of 2013 National Curriculum and Cambridge International Curriculum would bring more comprehensive teaching and learning process, along with learning outcomes that are also more complex. The implementation of writing learning strategies in the classroom is no exception.

Based on the previous explanation about the important of English writing, appropriate strategy, and the choices of curriculum, therefore, this research aims to explore the use of English teachers' writing strategies in English subjects whose learning components are based on the integrated curriculum of the 2013 national curriculum and the Cambridge curriculum through a case study conducted at MTs Negeri 1 Malang. The researcher hopes that this finding of this study can help

optimize students' writing skills from an early age through the results of the teachers' strategies implementation in teaching English writing skill.

B. Research Question

Based on the explanation in the background of the study, the formulation of the problem is in the form:

How is the implementation of EFL teachers' strategies in teaching English writing by the use of Integrated Curriculum between National Curriculum 2013 and Cambridge International Curriculum at MTs Negeri 1 Malang?

C. Limitation of the Study

This research focuses on how teachers implement strategies in technical English writing skills in which all learning components are based on the integrated curriculum between the national curriculum 2013 and the Cambridge curriculum in 8th-grade Bilingual class students at MTs Negeri 1 Malang. Also, this research focuses on the implications regarding the implementation of the strategy. It includes both positive and negative implications that affect students' writing abilities or students' and teachers' perspectives during the teaching and learning process and others. Furthermore, the implications will be listed specifically, leading to suggestions for improving learning in educational institutions. The findings will then be presented in detail to be used as a reference for other English teachers or institutions in implementing English writing strategies using an integrated curriculum. Four English teachers teach 8th grade in this school, but the researcher would observe two teachers, since they both who teach in Bilingual Class Program.

D. Objective of the Study

In line with the formulation of the research question, the research objectives of this study is to know the implementation of English teachers' strategies in teaching writing by the use of Integrated Curriculum between National Curriculum 2013 and Cambridge International Curriculum at MTs Negeri 1 Malang.

E. Research Originality

As the theoretical basis, several studies are related and similar to the use of using Bananagrams for vocabulary mastery in English, including:

First, "Implementation of the Integration Curriculum (Cambridge Curriculum and 2013 Curriculum) Mathematics Class VIII at MTs Billilingual Muslimat NU Pucang Sidoarjo" written by Kurniawan (2018), this study aims to determine the implementation of the integration of the 2013 national curriculum and the Cambridge curriculum in Mathematics and to identify the advantages and disadvantages of implementing this curriculum. The results of the research show that the integration of the two curricula has positive impactsto increase students' reasoning power and foreign language skills.

Second, "The Effects of Integration Between Curriculum 2013 and Cambridge Curriculum in English (Study Case Taken from Saint Peter's Junior High School)" written by Simanjuntak (2020). This study showed a positive shift in students' English learning outcomes who have used integrated curriculum-based learning. This study compared the composition of the 2013 curriculum and the Cambridge curriculum used in learning process. The measurement of research

results was based on the score of the Computer-Based National Examination, which obtained a grade category of "Very Good" with an average score of 91.80.

Third, "Integration of the *Cambridge Curriculum* in the 2013 Curriculum in Junior High School for Mathematics Subjects (Procedure Development Perspective)" written by Purnomo (2015). This research strongly believes that integrate curriculum implementation could bring students to achieve the particular competencies and reduce any difficulties in understanding the learning material. In addition, curriculum integration is also efficient to more competencies beyond the intended competencies of national curriculum.

Table 1. Research Originality

No.	Name of Researcher – Title – Year of Research	Equation	Differences	Research Originality
1.	Achmad Bagus Hendy Kurniawan. Implementation of the Integration Curriculum (Cambridge Curriculum and 2013 Curriculum) Mathematics Class VIII at MTs Bilingual Muslimat NU	Discuss the implementation of the integration of the 2013 national curriculum and the Cambridge curriculum in Mathematics and to identify the advantages and disadvantages of	The research was conducted in MTs Bilingual Muslimat NU Pucang Sidoarjo. The research investigated integrated curriculum in Mathematics.	This research was conducted in Bilingual Program, MTs Negeri 1 Malang. The research investigated integrated curriculum at English lesson, specifically for English writing skill.

	Pucang Sidoarjo. 2018	implementing this curriculum.		
2.	Marudut Bernadtua Simanjuntak. The Effects of Integration Between Kurikulum 2013 and Cambridge Curriculum in English (Study Case Taken from Saint Peter's Junior High School). 2020	Discuss how the effects of the Cambridge Curriculum which is integrated with 2013 Curriculum in English Lesson at Saint Peter's Junior High School.	The research was conducted in Saint Peter's Junior High School to investigate the effectiveness of the use integrated curriculum in English lesson in general (all four skills, namely <i>speaking</i> , <i>writing</i> , <i>reading</i> , and <i>listening</i>). The objects of the research were 35 students. The results were taken from the Computer- Based National Examination scores.	This research investigated the specific teachers' strategies in teaching writing by using integrated curriculum. The subjects of the study were two English teacher and five students. The results were taken from in- depth interview, observation, and documentation.
3.	Moch. Purnomo. Integration of	Discuss about curriculum	The research aimed to find	This research investigated the

	the <i>Cambridge Curriculum</i> in the 2013 Curriculum in Junior High School for Mathematics Subjects (Procedure Development Perspective). 2015	integration between Cambridge and 2013 Curriculum in Junior High School level.	out how to integrate Cambridge curriculum into the 2013 curriculum in mathematics subjects at seven grader students and to find out the learning outcomes from implementing the integrated curriculum.	use of the integrated curriculum in English subject, specifically in English writing skill.
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The conclusion from the three journals above is that the researcher investigated the implementation of teachers' strategies in teaching English writing by the use of integrated curriculum between Cambridge International Curriculum and 2013 National Curriculum. The researcher found that the exploration about teachers' strategies using integrated curriculum for one specific skill has not been found much in Indonesia. Therefore, to see the particular teachers' strategies in teaching English writing by the use of integrated curriculum, the researcher would do an update by doing research regarding those concern.

F. Significance of Study

The significance of the study will be obtained when the research objectives can be achieved. The significance of this study is divided into two parts: theoretical and practical significance. The first is the theoretical significance addressed to further researchers or scholars in the English education field. The second is the practical significance addressed to EFL teachers and school principals from the low-secondary or junior high school institutions, the curriculum developers for the junior high school level, and the Ministry of Education and Culture.

The significance to the EFL teachers and school principals from the low-secondary level or junior high school institutions means that they can benefit from research as evaluation material by maintaining or improving what is already good and trying to improve weaknesses still being detected. From the EFL teachers' point of view, improvements can be directly addressed through learning in the classroom, for example, by improving strategies, improving the preparation of learning components or improving the process of giving assessments to students. Meanwhile, from the school principals' point of view, this can be done by improving the quality of curriculum integration, for example, what aspects need to be added or removed to make it more perfect, all of which are based on evaluation results in research.

The significance for national curriculum developers for junior high school level can be done through in-depth observation of research results which show the implications of implementing curriculum integration. The indicators that lead to positive implications can be used as a reference for curriculum makers in developing the next curriculum by adapting it to the needs of student analysis,

especially in the part of the curriculum that is the reference for the writing comprehension learning process. Conversely, curriculum developers can also make the results of negative implications as one of the evaluation references for the next national curriculum.

G. Definition of the Key Terms

There are several key terms provided in this study, they are:

- 1. Teacher Strategies** is a conceptual depiction that must be carried out by the teacher to determine all the details of the implementation of teaching learning material in the classroom.
- 2. Integrated Curriculum** is a combination of two curricula using certain methods with certain terms and conditions to obtain certain educational goals.
- 3. 2013 National Curriculum** is a curriculum designed by the Ministry of Education and Culture of Indonesia, which in general is the main reference and minimum standard for learning objectives that must be achieved by all formal educational institutions in Indonesia.
- 4. Cambridge International Curriculum** is an internationally based curriculum developed by Cambridge Assessment of International Education (CAIE), whose assessment system is globally recognized and can be used by all learners throughout the world.
- 5. English as a Foreign Language (EFL)** is a special term for the presence of English as a foreign language in an area that uses English as a third or foreign language, namely after the mother tongue and second language or the local language of the area.

6. Writing is the process of collecting ideas or ideas into a written composition that has meaning, can be read and can be understood by readers (people other than the author).

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review as theoretically based, which will be used to help researcher conduct the study and answer the research questions. The presented literature provides a theoretical study on writing skills, teaching writing strategy, and integrated curriculum between the national curriculum 2013 and the Cambridge curriculum.

A. Writing Skills

In this section, the researcher explained about the nature of writing and the aspects of writing.

1. The Nature of Writing

There are various ways for experts to define writing. Diogenes and Lunsford (2006) defines writing as a technology to make a conceptual framework, assist and perform the ideas within the framework, draw from and expand on existing conventions and genres, employ particular signs and symbols, compose the materials drawn from multiple sources, take advantage of the resources of a full range of media. Emig (1977) also defines writing as originating and generating a unique verbal construct that is visually recorded in a written way.

Moreover, as one of two productive skills, writing have some specific particular components to make it differ with the other productive skill (Hossain, 2015): *Permanence*, when talking, is transitory; writing is permanent stuff that can be read from generation to generation; *Production times*, when talking must be planned, formulated, and delivered within a few moments; writing needs more time to plan, review, and revise before it is finally accomplished; *Style*, writing needs to

be constructed as organized as it can to be clearly understood by various groups of readers from generation to generation while speaking is more directed to how understanding between speakers and listeners in a face-to-face contact; *Orthography*, spelling, letters, symbols, stress, and matters related to producing different sentences; *Complexity*, writing often tends to have longer clauses and uses many conjunctions, while spoken language tends to use fewer conjunctions; *Formality*, writing has specific rules for writing, such as the use of punctuation and other social and cultural uses, which make writing more formal than speaking; and *Vocabulary*, to create writing, needs a wider variety of vocabularies or lexical resources in which the choice of words or diction is adapted to the types of writing being made. At the same time, oral text can be more flexible.

2. Aspects of Writing Skills

Aspects can be said as points, indicators, or signs of something that make up that thing. Hall & Grisham-Brown (2011) mention several aspects that someone will meet to write a piece of writing, some of which are: coming up with topics and ideas, organizing the ideas, main ideas flow, and writing mechanics such as the ability to spell, proper grammar usage, and sentence formation. Moreover, Brown cited in Hossain (2015) classified the aspect of writing into two different groups. Those are micro and macro components.

The micro components use structures that form a sentence from the minor things that focus on written orthography, such as spelling and symbols. More than that, the parts forming a sentence to make it perfect are also included in the micro components. Some of them are: using appropriate word order patterns, subject and

verb agreements, expressing a particular meaning in different grammatical forms and using cohesive devices.

While the macro aspects tend to be something which has a broader realm beyond the rules of writing itself, some of them are how writing accomplishes the function of communicative text based on the form and the aim of the writing, how writing can communicate a phenomenon as the main ideas, supporting ideas, new information, given information and exemplification. So these micro aspects focus on the nature of the process of writing, which can also be related to drafting, revising, editing, paraphrasing, or other peer and feedback systems (Hossain, 2015).

B. Teaching Writing Strategy

This part would discuss about the good work flow to teach writing and the teaching strategy in general.

1. Definition of Teaching Strategy

Teaching strategy has a very important role to assist the students to learn during the teaching and learning processes. Herrel and Jordan (2012) clarified strategy as the oncoming that can be used over curricular areas to assist the learning of students. Moreover, Weinstein and Mayer (1983) defined strategy as teachers' behaviours and thoughts intended to influence the learners' encoding process during the learning process. Strategies are the combination of all processes which the teachers manage the classroom to facilitate and improve students' understanding. Strategy is a process or the way how teachers teach (Issac, 2010).

In this case, learning strategies are interpreted as methods, techniques, and activities chosen to facilitate and help students achieve instructional goals

(Nurmadiyah, 2015). Method is a way that is specifically procedural as a tool to achieve learning objectives, both for teachers and students (Winarno Surakhmad, 1986). Method can be interpreted as a comprehensive way (from beginning to the end) with a systematic order based on a specific approach to achieve learning goals. Technique means manner, how to do or perform something or efforts, in ways that teachers use to carry out teaching in the classroom at the time of face to face in order to serve and consolidate the learning materials to achieve the goal of learning (Zulfikar, 2012). Therefore, the better the strategy used, the more effective the achievement of goals. In summary, teaching strategy can be interpreted as the art of behaviours and thoughts consisting of the scientific process, content, communication, and feedback between teachers and students in the classroom, which contains teaching methods and techniques and intends to achieve learning objectives.

2. The Art of Teaching Writing

The art of teaching writing explains how to compose an effective teaching writing in a teaching classroom design. The first thing that must be considered in any lesson, including learning writing, is the lesson's purpose. Festiawan (2020) states that the success of learning is the process through which the learning objectives are achieved. When learning objectives are accounted for in students' needs analysis so that the urgency and level of difficulty in learning can be arranged in such a way, then learning can produce optimal results for both students' understanding and abilities.

Murray (1972), using the writing process approach stated that three stages must be passed in the process of writing. These three stages can be implemented for teaching writing for students at all levels by adjusting the difficulty level of

learning outcomes with the needs of each student's analysis. The three stages are prewriting, writing, and rewriting. The writing process approach in teaching writing is used not only to perfect the product approach which tends to only focus on the final result, but also intends to construct-oriented writing instruction that will affect performance immediately (Freedman in Anthony Seow, 2002). Thus, students can produce quality writing products on the basis of the process they have gone through, instead of being directly focused on results without a more comprehensive process.

At the writing process approach stage, prewriting is a component that must be prepared before putting ideas into writing. In this stage, students can describe the writing order in imagination and then do it outlining. Prewriting is everything that is done related to the topic to be written before the formation of the first draft. Prewriting may include research and daydreaming, note-making and outlining, title-writing, and lead-writing. Anthonio Seaw (2002) provides several activities that teachers can provide to stimulate students' learning experience at the pre-writing stage, including group brainstorming, clustering, rapid free writing, and deciding WH-questions.

In the next stage, Murray (1972) named the phase as writing, where students begin to write the first draft of the topics. Students can make a rough first draft or write down whatever has been drawn in the outlining process. After drafting, Anthonio (2002) states that the other phase of writing is also filled with responding, which in this case can also be referred to as peer review, both from teachers and from peers. This phase is basically between pre-writing and post-writing.

In the last or rewriting stage, students can review their writing, edit, redesign, and rewrite the draft, line-by-line, until it becomes the final draft (Murray,

1972). In line with this, Anthonio (2002) once again categorized the activities during the pre-writing phase namely revising, which is the same with the redesigning idea of Murray, since it is not merely checking for the language errors but it also has to improve the global organization of ideas in the writing. Moreover, the next activities are editing, evaluating, and post-writing as the final completed pieces of writing.

To sum up, the first thing to remember in learning good writing is how the process is carried out solely to achieve the learning goals. Second, the things that must be considered in teaching writing are applying the three stages of the writing process: prewriting, writing, and rewriting. Regardless of the strategy used by the teacher in learning, these three stages can be the main reference for implementing a good writing learning process.

3. Genre-Based Approach for Teaching English Writing

In learning English writing, there is a need for a learning approach that is adapted to the context and needs of students. One learning approach that is considered appropriate in improving students' writing skills competency is the Genre-Based Approach (GBA). This is because GBA is considered a combination of teaching writing as a process and teaching writing as a product (Horowitz, 1986; Somayye Ariyanfar, 2020; Dirgeyasa, 2016), where product writing is mainly concerned about the result of the imitation of input, in the form of texts provided by the teacher (Silva, 1990; Badger & White, 2000), while writing as a process is mainly concerned with planning, drafting, revising and editing (Krashen, 1984; Badger & White, 2000). Thus, as Fairclough (1992), pointed out, "a genre implies not only a particular text type, but also particular processes of producing,

distributing, and consuming texts". Moreover, GBA to teaching and learning writing seems to be relevant for the students since it guides them to write from the very simple or dependent steps to independent steps (Dirgeyasa, 2016).

In terms of language and linguistics, Dirgeyasa (2020) defines the use of genre in language learning as a typical and specific way in order to achieve specific goals. Hyland (2003) implies that the purpose of genre writing is not only to enable the writer to write, but also the writer writes to pursue a certain goal. For example, how to retell, how to report, how to describe, how something is done or how something is carried out, etc. In this case, the writers need to use a certain social convention, linguistic features, and rhetorical structure of the text. Joyce & Feez (1998) simply argued that GBA is language learning with reciprocity between teachers and students. This means that the role of each teacher and student is highly crucial to achieve the learning objectives that have been determined. By using genre as a means for communication and pedagogy, GBA intends to become a bridge in learning language contexts to achieve social and textual functions. This is in line with Richards, Platt and Platt (1993) who stated that *"a genre is usually characterized by its communicative purpose(s) in general, associated themes, conventions, the channel of communication, audience types, and sometimes the roles of the writer and readers"*.

According to the theory developed by Hammond et. al. (1992), GBA consists of two cycles with four main stages in the learning process, namely Background Knowledge of Text (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Individual Construction of Text (ICoT). The first cycle begins with BKoF, where teachers and students help each other in building

cultural contexts, share stories of experiences, and discuss vocabulary that is appropriate to the material to be discussed. At the MoT stage, students are given examples by the teacher, which can be in the form of conversations or teaching materials that are tailored to the predetermined learning objectives. At this stage students only respond by listening to explanations or examples given by the teacher. After students provide a communicative response in the form of listening, the next stage is Joint Construction of Text. In the JCoT stage, students begin to develop the examples that have been given with help from peers and teachers, such as having group discussions about the material presented at the MoT stage. After passing the JCoT stage, they then enter the Independent Construction of Text (ICoT) stage where students are able to convey the results of discussions with peers accompanied by the teacher. Thus, in this first cycle, it combines students' speaking and listening skills.

The second cycle focuses on the goal of developing students' writing skills. The second cycle is not much different from the first cycle, the second cycle also goes through four stages as in the first cycle. The difference lies in the Modeling of Text (MoT) stage where in this second cycle students are presented with a written text. At this MoT stage students are able to develop reading skills which later at the Joint Construction of Text (JCoT) stage students are able to develop them in the form of writing texts in groups accompanied by the teacher. And in the final stage, Independent Construction of Text (ICoT), students are able to produce written text independently. Thus, the GBA model includes the four language skills, namely listening, speaking, reading and writing. Students are able to speak based on what

they hear, then students are able to read based on the topics that have been discussed, and students are able to write based on what they have read.

H. Integrated Curriculum

In this section, the researcher described about the definition of integrated curriculum and kind of approach of integrated curriculum.

1. Definition of Integrated Curriculum

Integrated curriculum comes from the words 'integration' and 'curriculum'. Integration means integration, coordination, harmony, or unanimity (Nasution, 2006). At the same time, a curriculum is a set of plans and arrangements regarding content, learning materials, and methods used as guidelines for learning activities to achieve specific educational goals (Kementerian Pendidikan dan Kebudayaan, 2014). Thus, an integrated curriculum can be defined as a set of plans and regulations that serve as learning guidelines for learning combined with relevant materials in a particular way.

The National Council of Teachers of English (NCTE) in Drake & Burns (2004) specifically defined integrated curriculum as casual attention to related materials on other subject areas, which is more intense when teachers plan to make the materials of one subject interpret the problems or topics of another. An integrated curriculum combines two subjects, usually under the same instructors. The curriculum in some conditions also implies all subjects and experiences.

2. Integrated Curriculum Approach

In its application, there are three approaches or classifications of integrated curriculum (Drake & Burns, 2004), namely:

a. Multidisciplinary Integration:

Multidisciplinary integration focuses on integrating various disciplines that still relate to the main disciplines. Teachers using this approach organize standards from the disciplines around a theme. The multidisciplinary approach is further distinguished into several sections that differ in the integration effort's intensity level. Those are:

- **Intra-disciplinary**, which integrates the sub-disciplines within a subject area, for example, the way teachers integrate reading, writing, and oral communication in a language arts or the way teachers integrate history, geography, economics, and government in an intra-disciplinary social studies program;
- **Fusion**, fuses skills, knowledge, or even attitudes into the regular school curriculum. For example, students learn the practice of religious teaching in every subject area;
- **Service Learning**, which integrates projects as learning services during class hours. For example, in the first third of an odd semester, all students in an institution are involved in a project to plant 1,000 mangrove trees on the beach, which is integrated with the discipline of agriculture or maybe environmental science;
- **Learning Service/Parallel Disciplines**, this integration is intended to provide students with an understanding of a topic through the lens of several different subject areas. For example, American literacy is strengthened by another subject, namely American history, to strengthen the topic being studied;
- **Theme-Based Units**, schools integrate joint learning from several subjects into one within a particular time, ending with a culminating activity. For example, the Japanese Language subject was integrated with Science and Mathematics for two

weeks. Then there is an exhibition related to the integrated program at the end of the agenda. A theme-based unit that involves all school components can stand independently outside of learning hours.

b. Interdisciplinary Integration:

Interdisciplinary integration organizes the curriculum around common learning across disciplines. An example of applying this approach is when students learn to make windmills from bamboo while learning language skills. They are learning interdisciplinary communication skills (thinking and writing in a structured and coherent way). Thus, learning with an interdisciplinary integration approach can transfer students to a higher level of thinking rather than only focusing on the knowledge of how to communicate. Another example is when students learn math and science concepts and skills through singing, sculpting, painting or dancing.

c. Trans-disciplinary Integration:

In trans-disciplinary integration, the curriculum is designed according to the questions and concerns of the students. Trans-disciplinary integration aims to lead students to develop their life skills in a real-life context. The two classifications of the trans-disciplinary approach are:

- **Project-Based Learning**, in this integration approach, students tackle a local problem that the subject tutor has prepared. Some schools term this project-based learning as problem-based learning or place-based learning. In several studies, this type of integration shows increased students' ability to answer open-ended questions, preserve what they have learned, apply learning to real-life problems, and lower discipline and absenteeism issues (Curtis, 2002).

- **Negotiating the Curriculum**, this kind of integration leads teachers to negotiate the curriculum with the students. The students' questions are the basic stuff to form this curriculum.

I. Overview of the National Curriculum 2013

The 2013 National curriculum is stipulated by the Indonesian Ministry of Education and Culture, ratified in 2014, and implemented in Indonesia. It aims to produce productive, creative, innovative and effective Indonesian people by strengthening integrated attitudes, skills and knowledge. The three main formulations in the Graduate Competency Standards (SKL) in the 2013 National Curriculum are attitudes, skills, and knowledge (Kementerian Pendidikan dan Kebudayaan, 2014).

The following are some of the main components forming the 2013 National Curriculum (Kementerian Pendidikan dan Kebudayaan, 2014):

1. The Intended Competence

Initially, the 2013 Curriculum was an effort to refine the Competency-Based Curriculum development initiated in 2004 and the 2006 KTSP. The two previous curricula included attitudes, knowledge and skills competencies in an integrated manner. In the 2013 Curriculum, competencies are refined into four competency formulations: Spiritual Attitudes, Social Attitudes, Knowledge, and Skills.

Completion of the competencies in the 2013 Curriculum is realized by referring to the theories of world education experts. In general, the Attitude dimension in the 2013 Curriculum is perfected by referring to Krathwohl's theory of Accepting, Executing, Appreciating, Respecting, and Practicing. From this

competency, in the Spiritual Attitude competency, students are expected to become individuals who believe, behave nobly, and accept and carry out the teachings of their religion. Meanwhile, in the Social Attitudes competency, students are expected to have honest, confident, disciplined, and responsible behaviour in interacting effectively with the social environment, the natural environment, and world civilization.

Furthermore, the refinement in the third competency, namely Knowledge competence, refers to Bloom and Anderson's theory of Knowing, Understanding, Applying, Analyzing, Evaluating, and Creating. In its integration with the 2013 Curriculum, students are expected to be able to understand factual knowledge through the observing stage, which includes hearing, seeing, and reading, followed by the questioning stage based on high curiosity.

Lastly, namely on Skills competence, the improvement in the 2013 Curriculum refers to Dyers' theory which includes the activities of Observing, Asking, Trying, Reasoning, Presenting, and Creating. From this refinement, students are expected to become individuals who have the ability to think and act productively and creatively in abstract and concrete terms. Thus, students must be able to present factual knowledge using clear and logical language (Ikhsan & Hadi, 2018).

The four competencies are formulated in competency formulations called Basic Competencies (KD) and Core Competencies (KI). KD is in the form of scope and sequence, which are grouped into four KIs: spiritual attitudes, social attitudes, knowledge, and skills. KD is expressed in the form of points and sorted to achieve KI, organized per year.

2. Curriculum Structure in General

The curriculum structure organizes Core Competencies, Basic Competencies, Subjects, Study Load, and Learning Content. The following is an explanation of each component of the 2013 Curriculum at the junior high school level:

a. Core Competency (*Kompetensi Inti/KI*)

Core competencies are the main competencies broken down into several aspects, namely aspects of attitudes, knowledge, and skills and must be learned by students at every level and subject. According to Permendikbud Number 24 of 2016, the core competency in the 2013 curriculum is the ability to achieve graduate competency standards that students must possess at each grade level. The formulation of Core Competency (KI) uses the following notation: KI-1 for spiritual attitude core competencies, KI-2 for social attitude core competencies, KI-3 for knowledge core competencies, and KI-4 for skills core competencies. Each class has the same Core Competencies 1 and 2 but different Core Competencies 3 and 4.

b. Basic Competencies (*Kompetensi Dasar/KD*)

Basic competence is many abilities that must be mastered by students in certain subjects as a reference for compiling competency indicators. Essential competencies are formulated to achieve core competencies. Basic competence formulations are developed by considering the characteristics of students, initial abilities, and characteristics of a subject. The fundamental competencies are divided into four groups according to the grouping of core competencies as follows: group 1: the primary competency group for spiritual attitudes in order to describe KI-1;

group 2: primary social attitude competency group in order to describe KI-2; group 3: primary knowledge competency group in order to describe KI-3; and group 4: primary skill competency group in order to describe KI-4. In short, the formation of essential competencies is based on Core Competencies.

c. Subjects (*Mata Pelajaran*)

Based on the core competencies, subjects and time allocations are arranged according to the characteristics of the educational unit. Subjects are certain subjects that are taught to achieve educational goals. There is a term called Lesson Hours (JP) in teaching subjects. Class Hours (JP) are set per week. The school regulates the allocation of learning time regularly every week so that students will get the learning outcomes of each lesson each semester. In addition, schools are encouraged to use a subject-based learning organizing approach.

In the 2013 curriculum, there are two types of subjects: Group A and Group B. Group A Subjects are subject groups whose content is developed by the centre. Group B subjects which consist of Cultural Arts and Crafts as well as Physical Education, Sports and Health, are subject groups whose content is developed by the centre and complemented by local content developed by local governments. Then, specifically, the Religious Education subject at Madrasah Tsanawiyah can be developed following the needs set by the Ministry of Religion.

d. Study Load (*Beban Belajar*)

The study load is the entire activity that students must follow in one week, one semester, and one year of study. Study load in SMP/MTs expresses the learning hours per week. One week's study load for Grades VII, VIII and IX is 38 hours. The

duration of each hour of learning is 40 minutes. The study load for Classes VII, VIII and IX in one semester is at least 18 weeks and a maximum of 20 weeks.

e. Learning Content (*Muatan Pembelajaran*)

Learning content in junior high schools/Madrasah Tsanawiyah based on integrated concepts from various disciplines for educational purposes is Natural Sciences (IPA) and Social Sciences (IPS) subjects. Science and social studies were developed as integrated sciences and social studies subjects. Science content comes from biology, physics, and chemistry, while social studies content comes from history, economics, geography, and sociology.

Social studies learning is integrated through the concepts of space, connections between spaces, and time. Space is where humans move, connections between spaces describe human mobility from one place to another, and time describes the period in which human life occurs. Science learning is integrated through biology, physics, and chemistry content. Integration can be connected, in which learning is carried out in certain field content (for example, physics), and then the content of other relevant fields is also discussed. For example, when studying temperature (physical content), the discussion is related to the efforts of warm-blooded living things to maintain body temperature (biological content), as well as compounds used in the air conditioning system (chemical content).

J. Overview of the Cambridge International Curriculum

An organization initiates the Cambridge International Curriculum under Cambridge University, namely the Cambridge Assessment of International Education (CAIE). As the name implies, the Cambridge International curriculum

provides educational programs and qualifications, especially for students aged 5 to 19 years, that are internationally recognized. The levels in the Cambridge Curriculum are Cambridge Primary for ages 5-11, Cambridge Lower Secondary for ages 11-14, Cambridge Upper Secondary for ages 14-16, and Cambridge Advanced for ages 17-19.

The *framework* structure of the Cambridge Curriculum design relies on the need analysis at each level of age. This curriculum focuses on three disciplines: science, mathematics, and English. However, the researcher focused on applying the Cambridge Curriculum to English subjects in this study. Then, each learning design at the lower level will follow the student's readiness to learn at the next level.

1. The Intended Competence

In contrast to the learning competencies in the 2013 National Curriculum, in the Cambridge International Curriculum the core competencies are differentiated according to each Cambridge Pathway or grade level of students. In the Cambridge Curriculum there are five pathways, namely Cambridge Early Years, Cambridge Primary, Cambridge Lower Secondary, Cambridge Upper Secondary, and Cambridge Advanced. The five pathways are designed for educational success from the age of three to nineteen, where each pathway has a different intended competence (<https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/international-curriculum/>). Then, for each pathway, Cambridge provides a mapping document which can be used as a reference by teachers in determining learning objectives for each subject (see appendix 10). In addition to being able to determine learning objectives, in the mapping document teachers are also given an explanation regarding the level of CEFR assessment at

each learning objectives point available and at the same time a description of the page that refers to the textbook at each point of learning objectives.

2. Subject

Based on the intended competencies, subjects in the Cambridge International Curriculum have a different number in each pathway. In Cambridge Early Years, the curriculum is applied holistically and there is no specific subject. In Cambridge Primary and Lower Secondary there are more than ten subjects, of which the three main subjects are English, Maths, and Science. At Cambridge Upper Secondary, there are two choices of subject packages, namely Cambridge IGCSE with more than 70 subjects and Cambridge O Level with more than 40 subjects. As well as for the last pathway, namely Cambridge Advanced, there are three package options, namely Cambridge International AS & A Level with more than 55 subjects, as well as Cambridge AICE Diploma and Cambridge IPQ (<https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/international-curriculum/>).

3. Learning Assessment System

The assessment system in the Cambridge International Curriculum as a whole follows the system of the Common European Framework of Reference (CEFR), in which there are six levels of assessment from lowest to highest, namely A1, A2, B1, B2, C1, and C2. A1 is '*breakthrough*', which corresponds to basic English users who can understand and use common everyday expressions and very basic phrases; A2 is '*waystage*', which means users can understand basic expressions and communicate something in a simple way; B1 is '*threshold*', which corresponds to users who can understand and produce text about known topics and

provide opinions and descriptions; B2 is for '*vantage*' which means the user can produce clear and detailed text and interact quite fluently and spontaneously; C1 is '*effective operational proficiency*', which means the user can express themselves fluently and spontaneously. They can use language flexibly and effectively for all purposes; and C2 is the highest level, namely '*mastery*', which means the user is advanced and can understand as well as express almost anything easily and distinguish finer nuances of meaning (<https://www.examenglish.com/CEFR/cefr.php>), (<https://www.britishcouncilfoundation.id/english-courses/adults/levels>). Each level is used in the Cambridge Pathway according to age and graduation levels in the previous pathway. Then, to compile tests in learning, Cambridge provides a guidebook for teachers namely, '*Teaching Knowledge Test: Handbook for Teachers*' (see appendix 11).

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research methodology, which consists of research design, time and setting, researcher's presence, research subject, data sources, research instruments, data collection, data validity test, and data analysis.

A. Research Design

This study uses a qualitative approach with a case-study design. A qualitative approach explores and understands the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). The qualitative approach aims to know something's problem holistically and understand reality through an inductive thinking process that can manifest through observation, analysis and inference of something's problem (Nugrahani, 2014).

Creswell (2018) mention some characteristics of a qualitative study, in general, a must-attend, including (1) a natural setting; (2) researcher as key instruments; (3) multiple sources of data, (4) the process which begins inductively, but the analysis moves deductively; (5) participants' meanings as the focus of the data interpretations; (6) emergent design while entering the field and collecting data; (7) reflexivity to the personal background, culture, and experiences of the participants for shaping the interpretations; and (8) holistic account to deeply understand the data results.

However, for the case study, Creswell (2009) described it as a qualitative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals bounded by time and activity over a sustained period. Instead of that, in a more complex way, Yin (2003) defined a case study as

an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident. The case study comprises an all-encompassing method, covering a logic design, data collection techniques, and specific approaches to data analysis. In this case, this approach is not either data collection or a design feature alone but a comprehensive research strategy (Stoecker, 1991).

In her book, Yin also mentioned at least five different case study aims. The first is *to explain* the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies. The second is *to describe* an intervention and the real-life context in which it occurred. The third is *to illustrate* specific topics within an evaluation descriptively. The Fourth is *to explore* situations where the evaluated intervention has no clear and single outcomes. Then, the fifth case study may be a *meta-evaluation* which means a study of an evaluation study (Stake, 1986).

English teachers' writing strategies developed the learning instruments by adapting the integrated curriculum. After investigating the strategies implementation in teaching writing based on integrated curriculum, the researcher transcribed the implications of the program, both positive and negative. Moreover, the researcher illustrated the negative impacts of the evaluations from students and teachers' perspectives after the learning activities. The evaluations gave some future consideration for school principals to improve the integrated curriculum framework and the teachers to boost the teaching writing strategies.

B. Time and Setting of the Research

This research was conducted on class VIII Bilingual Program MTs Negeri 1 Malang, Basuki Rachmat street number 194, Dusun Krajan, Sepanjang, Gondanglegi, Malang Region, East Java. The preliminary study was conducted at 10th of February 2023 to decide the case for the research, a further survey to contact the school administrative staff was conducted at 15th of March 2023, preparing and developing the research instruments namely observation guideline (see appendix 1) and interview guideline (see appendix 2) was conducted at 29th of February to 7th of March 2023.

After the instruments expert's validation was supervised by the researcher's advisor at 8th of March 2023, the researcher conducted field research at 28th of March to 15th of April 2023. The data analysis was conducted at 2nd and 3rd of May 2023. Synchronizing the data with the thesis proposal defense revisions at 25th of May to 6th of June 2023. Then, reporting the data in the form of findings and discussions at 8th to 22nd of June 2023.

C. Researcher's Presence

Since Creswell and David Creswell (2018) mentioned that in qualitative research, the researcher is key instruments; thus, in a case study approach, the researcher's presence is also a fundamental thing to deal with. In this study, the researcher becomes both participant and a data collector. As a participant, the researcher must have the most profound understanding of the object of the research. Then, as a data collector, the researcher collects data by examining documents, serving behaviour, and interviewing participants. In this case, the researcher can

use tools, such as tape recording, to help the data collection process. However, the researcher is the one who gathers and interprets the information.

D. Subject of the Study

In a qualitative study, the subject study is chosen along with problem and objective research. The subject role in the study is to become an informant or give precise information right about the situation and condition moderate problem researched. To determine and choose the subject of good research, the researcher needs to notice some indicators, namely: people who have long enough to follow moderate activity researched, the people involved in fundamental or own role important in moderate activity researched, as well own enough time for asked information (Moleong in Basrowi & Suwandi, 2008).

Since at teaching and learning process in writing classroom are only involving English teachers and students, so the subjects or the informants in this study are (1) two English teachers who teach English subject at Bilingual Class Program, namely Mrs Ana and Miss Faza; and (2) Five students as representatives of the Bilingual Class Program from eight grade who joining Mrs. Ana and Miss Faza's writing classes.

E. Data Sources

The data in this study are divided into two specified areas: primary and secondary. Primary data is data obtained for answering specific research problems at hand. On every occasion that primary data is collected, new data is added to existing stores of social knowledge (Hox & Boeije, 2004). On the other hand,

secondary data is information not directly compiled by the analyst, which may include published or unpublished work based on research that depends on primary sources (Rabianski, 2003).

In this case, the primary data in the study were taken from (1) *direct observation* in the class while the English teacher was conducting the teaching writing strategies and how students' behaviour was while the teaching and learning process; (2) *in-depth-interview* to the English teacher for collecting the data related to the teaching writing strategies and the integrated curriculum implementation and also *in-depth-interview* to some of the students in the class for collecting the idea of their perspective on how they might perceive the learning process by using the particular strategies; and (3) related *documents* direct with implementation learning using an integrated curriculum, including lesson plans, syllabus learning writing, the integrated curriculum framework is applied in learning, as well document form results writing students after follow learning.

Furthermore, secondary data in this study covers relevant documents with regulation application Curriculum National 2013 from Ministry Education and Indonesian Culture and complete framework from the Cambridge International Curriculum, which follows used for comparison to the integrated curriculum framework that has been arranged and applied by the school. Besides, complementary document others include the published research work used to analyze results from the data collection.

F. Research Instruments

The research instrument is measurement properties in research. The instrument is a tool to measure the data collected in the study. However, in qualitative research, the researcher collects, clarifies, and measures the problem; thus, the main instrument in this study is the researcher himself. Despite that, after the problem has become clear, the researcher can develop some supporting instruments to help collect and ensure the data is achieved comprehensively (Sugiyono, 2006).

In this study, the researcher developed supporting instruments in the form of guidelines observation (see appendix 1) about implementing teaching writing strategies based on the integrated curriculum in the classroom and an in-depth interview guide (see appendix 2) to the English teachers and students. The instrument structure was adopted from the previous thesis study of M. Ervan Zulkarnain (2022) which was then validated by the researcher's advisor.

G. Data Collection Techniques

Sugiyono (2006) explains that qualitative data collection is done in natural conditions to obtain primary research data. Thus, in this study, data collection was carried out through in-depth interview techniques, observation, and documentation. At the interview stage, the researcher used a semi-structured interview type where it offers a focused structure for the discussion during the interviews but should not be followed strictly (Holloway & Wheeler, 2010). More than that, the interviews were also conducted in an unstructured manner in which the questions in the interview activities would develop naturally according to the answers from the

informants in the field. The results of the interviews were recorded on an interview guide sheet and a voice recorder.

Then, the observation was carried out by passive participation, which follows the definition that researcher observes research participants but are not directly involved in the activities carried out by the participants (Sugiyono, 2006). In class VIII of the Bilingual Program at MTs Negeri 1 Malang, observations were made when learning English writing skills using particular strategies within the integrated curriculum. Observations were made to explore specific strategies teachers use in teaching writing skills with the Integrated Curriculum standards. In more detail, observations include strategies, actors, activities, goals, and interactions and behaviour of teachers and students during learning. The results of the observations are written down on the observation sheet first to be interpreted after the field research is over.

Afterwards, the third data collection technique is documentation. The document collection stage is generally used to collect data from non-human sources. However, in this study, the research documents, which were the primary data sources, were taken from the English teachers and school leaders who had the original documents from the Cambridge International curriculum framework, the 2013 Curriculum, and the Integrated Curriculum Framework. The documents in this primary data include documents in direct contact with the learning process and sound or video recording of data collection techniques in the form of interviews and observations. Meanwhile, the secondary data document collection technique is carried out through searches for articles with similar themes in the form of previous studies that support the research results.

H. Data Analysis Technique

To analyze data, researcher must collect, record, interpret, and report the information obtained. Researcher must conduct data analysis as soon as possible to determine the following data collection. According to Huberman & Miles (1984), there are three forms of activity in data analysis: data reduction, data presentation, and drawing conclusions (Fadli, 2021).

1. Data reduction

The first step researcher must take at the data analysis stage is reducing the data. Reducing data means summarizing, selecting the main things, focusing on the essential things, looking for themes and patterns, and then leaving unnecessary data, still based on the research focus. Thus, the reduced data provide a clearer picture and make it easier for researcher to collect further data and look for it when needed (Sugiyono, 2006).

2. Data Presentation

After reducing the data, the next step that the researcher must do is to present the data. At this stage, researcher is required to be able to present data by referring to the suitability of each research focus. Presentation of data can be in the form of descriptions, charts that link between categories, and others. According to Huberman & Miles (1984), narrative text is the most common data presentation format used in qualitative research (Sugiyono, 2006). Therefore, in this study, the researcher described the data.

3. Drawing Conclusion

The researcher's last step in the data analysis process was concluding and verifying the data. In this case, researcher is required to present a conclusion which is a new finding that has never existed before. According to Sugiyono (2006), these findings can be in the form of a description or description of an object that was previously unclear so that after the research is carried out, the object becomes clear. Sugiyono also stated that research findings could be causal or interactive relationships, hypotheses, or theories (Sugiyono, 2006).

I. Data Validity Test

In the process of validating qualitative research data, researcher can apply several ways, such as extending observations, persistence observation, triangulation, and others. However, in this study, researcher only used data triangulation techniques to validate the data that has been obtained. Triangulation data can be interpreted as re-checking data through various sources, techniques, and time to increase the theoretical, methodological, and interpretive power of qualitative research (Bachri, 2010). In this study, three techniques were applied, namely source triangulation, method triangulation, and time triangulation.

1. Triangulation Sources

Data validation using the triangulation sources technique was done by comparing and re-examining the confidence level in data obtained from various sources. In this study, the process of triangulating resources was carried out by examining and ensuring the process of applying the Integration Curriculum to the use of learning strategies for English Writing Comprehension. This first process is

carried out by comparing data obtained from various sources, namely teachers, and students, as well as the Integrated Curriculum Framework document itself. From these four sources, the researcher then described and categorized whether the particular strategies for teaching writing meet the Integrated Curriculum standards and vice versa.

2. Triangulation Method

The data validation process uses method triangulation by examining data from the same source but with different methods. In this study, the application was by re-examining the interview data through observation techniques. If the two methods produce different data, the researcher must discuss with the participants concerned to reconfirm which data is correct. However, it is still possible that both data are correct because the processes are different.

3. Triangulation Time

In this study, researcher carried out time triangulation by re-checking the data collected from the participants while still using the same technique but in different times and situations.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the results and discussion related to the teaching writing strategies used by the teachers whose learning components are based on the Integrated Curriculum between the 2013 National Curriculum and the Cambridge International Curriculum.

A. Findings

The researchers divide the results of this study into three parts. These three parts answer the research question and show the significance of this research. In the first part, the researcher presents the particular strategies that are used by teachers in teaching writing based on an integrated curriculum. In the second part, the researcher explained the implementation of the particular strategy, including the learning blueprint. Then in the last part, the researcher demonstrated teachers' and five students' representative interviews regarding the positive and negative implications of using particular strategies in teaching writing based on the integrated curriculum.

From the first and second findings, the researcher drew a common helpful thread for answering the research question: How is the implementation of the writing learning strategy used by teachers based on the integrated curriculum at MTs Negeri 1 Malang? Then, the third finding will show the significance of the research, namely, what are the positive and negative implications of using English writing learning strategies based on the integrated curriculum. Positive implications can be a reference for schools to continue maintaining or improving indicators that can upgrade the teaching English writing process in the class. Meanwhile, negative

implications can be an evaluation or improvement material that needs to be noted by the school or those who will carry out teaching English writing using an integrated curriculum.

Based on the data collection process, this research was conducted from March 28 to April 15 2023. Observations were made four times, namely on 1, 3, 8 and 10 April 2023, with a count of 4 hours of lessons, which is one lesson spent for about 35 minutes. The stage for collecting learning component documents related to research needs was carried out on April 4, 5 and 6, 2023. Then, the interview process was carried out in stages at a deadline apart from conducting observation and documentation, namely interviewing the first teacher on April 10 2023, five students representative from the Bilingual Class Program on April 11, 2023, the second teacher on April 14, 2023, and on April 15, 2023, the data was updated previously. The entire data collection process was carried out in the Madrasah Tsanawiyah Negeri 1 Malang during school working hours, namely Monday to Saturday from 07.00 am to 01.00 pm (because it coincides with the month of Ramadan).

The following is a presentation of the findings from the research results:

1. The Strategies Used to Teach Writing Based on Integrated Curriculum

In this section, the researcher mentioned the kinds of strategies that teachers use to teach writing in the class based on an integrated curriculum. However, based on the observations and interviews, the researchers found that the implementation of the integrated curriculum at MTs Negeri 1 Malang was separated from one another. In the eight-class bilingual program, learning English in a week is divided into two sections. The first section is about learning English based on the 2013

curriculum, which is held twice a week, with the calculation of each meeting being 2 hours of study (35 minutes x 2). Meanwhile, the second section is about learning English based on the Cambridge International Curriculum, which is held once a week, with the calculation of one meeting of 2 Lesson Hours (35 minutes x 2).

However, before the interview was conducted, Miss Ana, as the English teacher in the Bilingual class using the 2013 Curriculum and also the head of the Bilingual Program, explained that, in concept, the two curriculum applications complement each other to provide students with more comprehensive learning experience. She stated:

"Before going deeper, let me explain that although we term the implementation of this special program as 'an integrated curriculum'. However, practically the two curricula are carried out separately. The one is 2013 National Curriculum classroom design, and the second is Cambridge International Curriculum classroom design."

This was later also proven by empirical facts in the field, namely in the form of observations which showed two learning curriculum foundations in teaching English writing for VIII grade of the Bilingual Program was different. This fact led the researcher to make observations in two separated classes, with two different teachers and different curriculum foundations, namely teaching English writing with the 2013 National Curriculum and teaching English writing with Cambridge International Curriculum. However, the difference of the two implementations is only found from the textbooks and summative assignments at the end of the semester.

In the 2013 National Curriculum classroom design, the course book was based on the book from the Ministry of Education, namely: *“Modul Pembelajaran Insan Cendekia Bahasa Inggris kelas 8”*. Then, the summative assignments are done twice a year, namely, middle examination in the first six months and final examination in the last of the second semester. Nevertheless, the course book for the Cambridge International curriculum classroom design was based on the book from Cambridge regulations, namely, *“Wider World Special Edition, Students' Book 2”*. Moreover, in this classroom design, students only do the assignment once in three years of their junior high school journeys. The assignment was done when students were in ninth grade and the score of the assignment was based on CEFR (Common European Framework of Reference for Languages). In addition, all the examination questions were also determined by Cambridge regulations.

“However, there are two main things that make the two classroom designs are different. First is the source book, which is in 2013 Curriculum we used a book from Ministry of Education and for the Cambridge, we used a book from Cambridge. Moreover, the second thing is the assignment rules. We did middle assignment twice a year in 2013 Curriculum, and did only once in three years for the Cambridge.”

Based on interviews conducted with the first English teacher, namely Ms Ana, the English writing learning strategy for the eighth grader Bilingual Class Program in 2013 National Curriculum classroom design was using the Genre-Based Approach (GBA). The Genre-Based Approach consists of 4 stages: Background Knowledge of the Field, Modeling of Text, Joint Construction of Text, and

Independent Construction of Text (see Appendix 3). She generally uses this approach in almost all English class VIII Bilingual Program writing materials.

Question: What kinds of teaching strategies are used in writing classrooms?

"For my teaching writing strategy, I use a writing process strategy, namely a genre-based strategy. So this process focuses on drafting, reviewing, and editing. But for this genre, there is background explanation first, MoT, and then group discussions to correct each other. But basically Genre-Based includes writing as a process in its application later."

Base on the observation during the teaching and learning process, the researcher gets several stages of learning, starting from recalling material and brainstorming to generate background knowledge from students about the learning materials, explanation by a teacher about the materials as a representation of the stages of modelling of text; doing formative assessment in the group, peer review between one group and each other, presentation of each group representative and giving other groups' work correction as a representation of the stages of joint construction of text; as well as the last is editing and revising as a representation of the stages of independent construction of text. (see appendix 4)

The teacher considers the approach selection since she thinks to be a master in writing. One needs habituation so that one does not only focus solely on results. She stated:

Question: Why do you use this kind of strategy in teaching writing?

"Basically, as we have known very well that writing is difficult right? Especially if you have to use a foreign language. So because of that, to create a system that makes it easier for someone to write, you have to get used to it from an early age. And I think, as a teacher, this approach is able to provide a solution for that, at least at the stage of habit, namely both focus on writing as a process, not on writing as a product."

However, for the implementation of the stages of activities carried out in the field, the approach is still modified and adapted to the material being studied and the class conditions when the material will be studied. She stated:

Question: What kinds of activities are being carried out during the class?

"For various activities in general, as I have mentioned earlier, , only the details for each are adjusted according to the material and what the condition of the class is. For example, if on a normal day you are given 2 hours of lessons but suddenly only 1 hours of lessons because there is an activity, thus I have to compress the sequence of activities earlier, at least not 100% of the time the materials will need additional hours to the next class."

For teaching English writing in eighth grader Bilingual Class Program based on the Cambridge International Curriculum, the English teacher who became the second informant is Miss Faza. Based on the interview conducted with her, she admitted that she gave almost the same approach with Miss Ana (the first informant), namely the Genre-Based Approach. However, she conducted different

stages of learning. In general, Miss Faza divides the stages she uses using the Genre-Based Approach into three stages: Drafting, Reviewing, and Revising. This is because, at the Cambridge International Curriculum, every unit material in one meeting is very complex and includes four-based skills. Thus, the teacher separated writing skill into those three general stages to make it easier for students. As she said during the interview:

Question: What kinds of teaching strategies are used in writing classrooms?

"Departing from based on the topic that was being studied at that time, even though it wasn't really the same, I use genre-based learning. Because at that age, according to my observation, it will be easier for students to write when they already know the topic, rather than being allowed to go ahead and write whatever they want, it will be more confusing for them. So Genre-Based is the most appropriate choice in my opinion."

Question: What kinds of activities are being carried out in the class?

"Brainstorming first, recalling the material, then discuss the main material that you want to discuss, afterthat practicing both through questions and concrete activities."

Based on the observation, the researcher gets several stages of learning, starting from brainstorming, recalling the material, and then explaining the main materials using learning media that the teacher has prepared in the form of a series of pictures, then practising the materials by doing formative assessment in the form of drafting first writing. After that, the teacher gives corrections one by one to the

student's work, which represents the reviewing stage. Then, the teacher instructs students to revise the results of the teacher's review as a representation of the revising stage (see appendix 5).

This approach is considered the best result of trial and error by the teacher at the previous meeting and in other classes. One of the stages of the approach given by the teacher before using Genre-Based is that the teacher gives freedom to students to write according to their imagination, with liberated topics or genres. However, it turns out that this makes students spend a long time determining ideas and drafting because they are confused. Therefore, teachers began to use the Genre-Based Approach as a solution to this problem and are still considered practical and relevant to be used in VIII grade Bilingual Programs using the Cambridge International Curriculum. As Miss Faza said:

Question: Why do you use that kind of strategy in teaching writing?

"So, before using Genre-Based, I ever used another method that freed students to write anything. It's not so that need analysis, but based on that trial and error, I found that they are confused. So, I'll just use this, it's suitable."

However, using the Genre-Based Approach to writing material based on the Cambridge International Curriculum differs from the approach taken in the 2013 Curriculum material. This difference lies in the focus of the material, which in the Cambridge International Curriculum material components always focus on strengthening two things, namely structure and vocabulary. Apart from being proven in the interview results presented by Miss Faza, it can also be seen in the

GSE Learning Objective (handbook for the Cambridge International Curriculum)
(see Appendix 9).

Question: What kinds of teaching strategies are used in writing classrooms?

“However, even though this Genre-Based might be the same as that used by teachers using the 2013 Curriculum, my focus on the writing process is different. In this Cambridge, it focuses more on two things, namely structure and vocabularies. So if there is a correction or reviewing, this recall is mostly discussed on structure and vocab.”

2. The Implementation of the Genre-Based Strategy in Teaching Writing

In this section, the researcher will demonstrate how the teachers implemented the strategies in teaching writing for the 2013 National Curriculum and the Cambridge International Curriculum. All the data are collected from classroom observations, teacher interviews, and some documentation. From the two Genre-Based Approaches used separately by the teachers, the researcher elaborated on every step in detail regarding the classroom activities. The researcher divided the form of implementation strategies into three parts: pre-activity, main activity, and post-activity. Furthermore, after explaining every detail in paragraphs, the researcher provided two blueprints regarding the Genre-Based Approach strategies in 2013 national Curriculum and the Genre-Based Approach strategies in Cambridge International Curriculum.

a. Genre-Based Approach in 2013 National Curriculum Classroom Design

As explained in the discussion of the first finding, namely the kind of strategy used by the teacher in teaching writing based on the 2013 National Curriculum, the teacher divides the sequence of learning into four stages, namely Background Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). However, to explain the sequence of activities in detail, the researcher will divide the strategy implementation into three general learning parts: pre-activities, main activities, and post-activities.

The pre-activities in this strategy implemented in teaching writing were preceded by a greeting statement, namely "assalamualaikum warahmatullahi wabaraaaatuhu", as a sign that class will begin and students are expected to be in a condition ready to join the learning. After saying hello, the teacher asked about the condition of all students in general to check the classroom spirit wave and the students' attendance in class. Before heading to the primary materials, the teacher recalls the previous material and asks what students don't understand. If there is, the teacher tries to explain briefly, and if there is nothing, the teacher continues on to the next activity.

The main activity sequence has four learning stages: Background Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text. The BKoF is the first stage in the sequence of main activities, namely brainstorming. Brainstorming activities aim to provoke students' knowledge regarding the primary materials during the class namely "Announcement Text". In this activity, the teacher gives light questions such as "Have any of you ever heard the principal make an announcement?", "What do you

think the purpose of the announcement is?", "What announcements do you usually find? " and questions of the kind as a stimulus for students to know the lattice material about announcement text. Moreover, in this stage the teacher gives lexical resources (vocabularies) and a brief explanation about main materials which form the students' background knowledge regarding the generic structure of announcement text.

The second stage is Modeling of Text. In this stage, the teacher instructs students to observe the components of the announcement text. Based on the observation, the teacher gives students some examples of announcement text. Then, she instructs them to observe the components according to the background materials regarding announcement text given at the BKoF stage. At this Modeling of Text stage, the teacher provides examples of text through YouTube video in the form of explanations of several examples of announcement text. The video is played twice, then the teacher provides additional explanations supporting the explanations in the video. More than that, the teacher also shows several types of announcements according to the context in everyday life. After that, the teacher forms students into groups of 4-5 students preparing the next activities for Joint Construction of Text.

At the Joint Construction of Text stage, students start working in groups. Students begin to carry out group discussion activities by discussing the formative assignments, namely creating an announcement text, and explain in which condition the announcement is usually exist. After conducting a group discussion regarding the worksheet provided by the teacher, all of group should present the results of their discussion in front of the whole class. The other groups should give spontaneous opinions or feedback about another group's presentations of the

discussion results. Then, teacher closed the Joint Construction of Text stage by wrapping up the materials and gave spontaneous feedback for students' discussion results, especially regarding the writing context.

The last stage in the sequence of primary activities is Independent Construction of Text. This stage contains of independent evaluation activities carried out individually by students. After having collaborative skills in group discussion activities, each of students are expected to be able constructing an announcement text as a whole. In this stage, teacher gave students individual assignment to write an announcement text. During the classroom activities, teacher asked students to state a number from 1 to 8 sequentially. Then, the teacher showed eight pictures capturing particular places which would become the topic of students' announcement text individual assignment. Each students should write an announcement text which the topic was based on the number they had chosen. Lastly, the sequence of post-activities is marked by giving a summative assessment in the form of homework (if needed) or immediately giving a conclusion from the learning material for 2 hours of lessons by the teacher. Then, the post-activities end with a closing greeting activity, "Wassalamualaikum warahmatullahi wabarakaatuhu", as a partner of the opening greeting.

However, due to the time accumulation was not enough for completing all the stages in one meeting. So, the teacher did the stages in two meetings. The first meeting was focusing on JCoT, while the second meeting was focusing on ICoT. Here is the learning blueprint of teaching English writing activities in 2013 National Curriculum classroom design by the first teacher:

BLUEPRINT OF LEARNING 1

Name of School : MTs Negeri 1 Malang	Topic : Announcement
Subject : English	Skills : Reading and Writing
Class/Semester : VIII/4	Time : 4 JP X 2

Core Competencies

- KI 1:** Appreciate and live up to the teachings of the religion he adheres to
- KI 2:** **Appreciate and appreciate** honest, disciplined, courteous, confident, caring and responsible behavior in interacting effectively according to students's development in the environment, family, school, community and surrounding natural environment, nation, state and regional area.
- KI 3:** Understand and apply factual, conceptual, procedural and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, culture with human, national and state insights related to visible phenomena and events.
- KI 4:** Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the concrete realm and the abstract realm in accordance with what is learned in school and other similar sources from a theoretical point of view.

Base Competence	Indicator of Competence Achievement
3.12 Comparing the social function, text structure, and linguistic elements of several special texts in the form of short messages and announcements (<i>notices</i>), by giving and asking for information related to school activities, according to the context of their use	3.12.1 Comparing the social function of some texts in the form of announcements, by giving and asking for information related to school activities 3.12.2 Comparing the generic structure of some texts in the form of announcements, by giving and asking for information related to school activities 3.12.3 Comparing language features of some texts in the form of

	announcements, by giving and asking for information related to school activities
4. 12 Text short messages and announcements/notices 4.12.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements short messages and oral and written announcements/notices, very short and simple, related to school activities 4.12.2 Compose special texts in the form of short messages and announcements/notices, very short and simple, related to school activities, taking into account social functions, text structure, and linguistic elements, correctly and in context	4.12.1.1 getting some detail information about the social function, the generic structure and the language feature of announcement texts 4.12.2.1 creating a written text of announcement

Learning Objectives

1. Compare the social function of some texts in the form of announcements, by giving and asking for information related to school activities.
2. Compare the generic structure of some texts in the form of announcements, by giving and asking for information related to school activities.
3. Compare the language features of some texts in the form of announcements, by giving and asking for information related to school activities.
4. Get some detailed information about the social function, the generic structure and the language feature of announcement texts.
5. Create a written text of announcement.

Learning Materials

Definition: Announcement is a statement in oral or written form that contains something for everyone to know.

Social Function: The social function of an announcement is to provide information about something that needs to be announced.

Generic structure: Title or type of the event, date and place, and who to contact.
Language feature: Expressions commonly used in different announcements; Singular and plural nouns with or without a, the, this, those, my, their, etc., and; Speech, word stress, intonation, spelling, punctuation and handwriting

Teaching and Learning Models	
Teaching and Learning Strategies: Genre-Based Approach	
Section of Activities:	
1. Background Knowledge of Field: A reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text .	
2. Modeling of text: introducing spoken and written texts related to the type of text.	
3. Joint Construction of Text: Students do in groups or in pairs to create simple text of announcement.	
4. Independent Construction of Text: The final stage of the cycle, when the learners write their own text. They can do this writing individually.	

Teaching and Learning Media	
Media	Tools
power point	Laptop and InFocus
Worksheet (Colourfull Paper)	

Learning Sources
Ministry of Education and Culture, 2016 Revision, <i>When English Rings The Bell, Class VIII</i> ,
Authentic announcements that are found in the wall magazine at school

Learning Activities		
Activities	Description of Activities	Time Allocation
Pre-Activity	1. Teacher and students greet each other and ask for each other's condition. 2. Class goes on with praying activity. A student will lead the prayer while others follow. (Religiosity-character building)	10 minutes

	3. Students' attendances are checked by the teacher calling the roll. (Checking students' disciplines) 4. Students prepare their physical and psychological state to start the learning activity with the help of the teacher. 5. The teacher relates the topic (learning material) of the day with the previous material having been learned by students. 6. Teacher reminds students about the previous material in relation to the present material. 7. Students respond to the teacher's question about anything related to the previous material. (Confidence-character building) 8. The teacher describes the significance of the learning material to be studied in daily life. 9. The teacher delivers the learning objectives of the day and poses a question about students' comprehension to the learning objectives. 10. Teacher tells the students about the big picture of material (topic) of the day. 11. Teacher tells students the teaching and learning scenario of the day.	
Play Activity First meeting	Activity 1 (BKoF) 1. Brainstorm about announcements: a. What is an announcement? b. What kinds of announcements? c. Where can you find an announcement? d. What announcements do you usually find? 2. Brief explanation about generic structure, social function, and language features of announcement text	60 minutes

	Activity 2 (MoT) 1. Students observe the social function, the generic structure and the language function of announcement text. 2. The teacher makes a group of 4-5 students 3. The teacher gives examples of announcement text and worksheets for each group. Activity 3 (JCoT) 1. Each group gets a worksheet. 2. Within the group, the students discuss and do the worksheet. 3. The students compare the social function, the generic structure and language features of announcement by presenting their results of their discussion. 4. Other groups give their opinions and their feedback from other groups which present the results of the discussion. 5. The teacher wraps up the social function, the generic structure and the language feature of the announcement.	
Play Activity Second meeting	Activity 3 (JCoT) (continuing the previous meeting activities) 1. Each group chooses a situation they will use to make an announcement. 2. The students change their work based on the same situation they have. 3. The students analyze other group's work based on the generic structure of the announcement. 4. The students give their opinions and the feedback of other group's work. 5. The students get the feedback from the teacher.	60 minutes

	Activity 4 (ICoT) 1. The students make their own announcement individually based on the recent activity that will be held in the school. 2. The students check their peer friends. 3. The students revise their writing based on their friend's feedback. 4. The students submit their writing.	
Notes: During class activity, the teacher observes students' attitude of honesty, discipline, confidence, collaboration and responsibility while having transactional communication of asking for and giving opinion with a teacher and friends.		
Post-Activity	1. Teacher appraises students' collaborative work. 2. Students together with the teacher summarize the learning material of the day. (Critical Thinking and Communication-4C) 3. Students do a reflection on learning activities on the day. The reflection activity covers questions such as: • What have you learned today? • What do you like best from today's learning material? • What are the difficulties of today's learning material? (Communicate) 4. Students analyze the strengths and weaknesses of learning activities of the day. (Critical Thinking and Communication-4C) 5. Teacher assigns homework for students to do. 6. Students and teachers close the session with a prayer. (Religiosity-character building) 7. Teacher says 'salaam' and students respond to it. (Religiosity-character building)	10 minutes

Assessment Rubric for Writing Skills				
Assessment of Writing Skills for learning objective (5), or indicator 4.12.2.1 (Creating a written announcement related to school activities).				
Aspect	Score 1	Score 2	Score 3	Score 4
Content and Text Structure	The contents are ambiguous or deviate from the theme, there is no purpose of announcement and detailed information is incomplete	The contents do not match the theme, and the purpose of the announcement and very little detailed information is provided	The contents match the theme, and the purpose of the announcement and the detailed information provided is incomplete	The contents match the theme, the purpose of the announcement is stated and the structure of the text is complete
Grammar	There are so many grammatical errors that it is difficult to understand the meaning and content of the text	Grammar errors are often found, but the meaning and content of the text can still be understood	There are some grammatical errors but they do not really affect the meaning of the sentence and the content of the text	Only one or two grammatical errors so that the sentences and contents of the text can be understood easily
Vocabularies	All uses of lexical variations, tenses, idioms, and special terms are wrong	There are errors in the use of lexical variations, word forms, idioms, along with incorrect special terms	There are several errors in the use of lexical variations, word forms, idioms, and special terms are incorrect	Only one or two errors in the use of lexical variations, tenses, idioms and special terms are wrong
Punctuation and spelling	There are many errors in spelling and punctuation making it	There are some errors in spelling and punctuation but they are	Few mistakes in spelling and punctuation so it's easy to understand	There are no errors in spelling and punctuation so it's easy to understand

	difficult to understand	understandable		
To calculate the score = $\frac{(\text{Total score} \times 100)}{16}$				

b. Genre-Based Strategy in Cambridge Curriculum Classroom Design

Almost the same but different from the learning implementation used by the teacher in teaching writing at 2013 National Curriculum classroom design; at Cambridge International Curriculum classroom design, the teacher also uses a Genre-Based Approach. The learning materials are based on the learning objectives in the English language learning framework book for VIII grade using Cambridge. In that case, there is no writing skill which students must occupy. However, following the guidelines submitted on the teaching training process using the Cambridge International Curriculum by the British Council, they stated that the learning process and learning objectives could be improvised according to the circumstances and needs of the class. Thus, even though administratively teaching writing skills is not in the curriculum framework, in practice, the teacher still crams teaching writing between another three skills that must be given as a consideration that writing is also a crucial skill to master by students.

During the classroom activities, teacher divided the sequence of teaching writing into three main stages: drafting, reviewing and revising. However, the sequence of learning writing is combined with learning other skills because they must be learned simultaneously according to the learning unit in Cambridge book, namely “Wider World” for eight grade (see appendix 10). Thus, to explain the sequence of activities in detail, the researcher divides the implementation strategy into three general learning parts: pre-activities, main activities, and post-activities.

First, the pre-activities in this class are the same as those applied by the teacher in the 2013 National Curriculum classroom design. In this implemented strategy, the teaching and learning activities were initiated by greeting statements, namely "assalamualaikum warahmatullahi wabaraaaatuhu", as a sign that class has started and students are expected to be in a ready condition to join the learning activities. After greeting, the teacher checked the students' attendance in class and asked the general condition of all students to check the classroom spirit wave, such as asking "Good Morning", "Good Afternoon", "How's your life?", "How are you today?", and so on. Before heading to the primary materials, the teacher recalls the previous materials. The teacher asks questions that students may still be confused about. If there is, the teacher tries to explain briefly, and if there is nothing, the teacher continues to the next activity.

Based on the observations, which were reinforced by interviews with teachers, in the sequence of primary activities, there are three stages of learning, namely Brainstorming, Build Textual Understanding, and Build Contextual Understanding. In the Brainstorming stages, teacher introduced the specific concepts, situations, and problems associated with the learning materials in the unit. The teacher carried this out by giving many questions that sparked students' understanding of the learning topic, namely New Technology. So, the questions were like "What does new technology?", "What kinds of new technology do you know?", "What is the function of new technology?" and "What new technology do you usually use?". If students answered the questions, the teacher would give some appreciation and explain more insight to students about the answers.

The second stage is the Build Textual Understanding which contains several activities, including the explanation of lexical resources (vocabularies) regarding new technology, such as kind of new technologies and the parts of new technologies, language features, and social function of some kind of new technologies. In this activity, the teacher combined the learning unit by a descriptive text as the writing aspect. During the learning activities, teacher gave students two examples of descriptive texts with new technology as the topic, such as one text described about phone, one another described about television. In this case, the teacher shared a YouTube video in Power Point presentation in front of the class. Teacher provided space for students to observe or study independently about the language features in the unit. After that, the teacher gave the students a more straightforward and more detailed explanation about the generic structure of descriptive texts. In this second stage, the teacher focuses on building students' textual understanding. Thus, the teacher hopes that students can apply this understanding contextually in subsequent learning activities. This second stage ends with dividing the group into 6, with 4-5 students in each group. Then, the teacher gave a worksheet to work on collaboratively with group members. The task was about constructing a descriptive text regarding technology evolution. In this case, the teacher gave each group a printed pictures about technology evolution. Then, teacher instructs students to make a description about the pictures as creative as students able. Each of group was allowed to bring one laptop to make the member of group easier searching the technology evolution description on internet.

At the Build Contextual Understanding stage, the teacher intends to provide practical experience to students through collaborative and independent activities.

Through collaborative practice, students learn two skills simultaneously namely, writing and speaking. Students got the writing skills from group activities through a task given by the teacher, which requires them to draft descriptive text about one new technology. After that, speaking skills were obtained when all of the group member should present their work results in front of the class. If the learning time does not meet, Build Contextual Understanding stages would be carried out at the next meeting.

In the second meeting with the same unit material, teacher did the Build Contextual Understanding activities by continuing the presentation activities. After all the group had presented their works, the teacher would ask about the students' homework namely, short and simple description about students' personal new technology preferences. In pairs, students do peer reviews of each other's work and give some feedback to each other. After that, every student does some revisions from other feedback, then five students voluntarily present their works in front of the class. Afterwards, all students collected the works to the teachers. These two activities, in teaching writing aspect, were presenting the reviewing and revising phases.

Here is the learning blueprint of teaching English writing activities in Cambridge International Curriculum classroom design by the second teacher:

BLUEPRINT OF LEARNING 2	
Name of School	: MTs Negeri 1 Malang
Subject	: English
Class/Semester	: VIII/4
Time Allowance	: 2 JP X 2
Topic	: New Technology

Grammar Focus :	- Past Simple of Irregular Verbs (to-infinitive and –ing <i>form</i>) - Verb Patterns	
Vocabulary :	Technology, Using Technology, Websites	
Learning Outcomes		
skills	Learning Objectives	CEFR level
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	A2(30-35)
Reading	Can follow simple stories with basic dialogue and simple narrative.	A2(30-35)
Reading	Can understand the main points in simple descriptive texts on familiar topics.	A2+ (36-42)
speaking	Can give simple reasons to explain preferences, given a model.	A2(30-35)
speaking	Exchange simple information on everyday to pcs, provided the other person speaks slowly and clearly and is prepared to help.	A2(30-35)
speaking	Can describe very basic events in the past using simple linking words (eg 'then', 'next').	A2+ (36-42)
Writing	Can write short, simple descriptions of new technology evolution.	A2+ (36-42)
Writing	Can write short, simple descriptions of personal technology preferences.	A2+ (36-42)

Personal Teaching Aims
1. To make my class student-centered, I provoke students to be active and give them space to make any interactions with me.
2. Provide students with effective feedback to make sure their understanding is not out of the line.
3. Provide students with good habits in practicing grammatical aspects in speaking and writing areas.
4. Provide students with good habits in collaborative activities (eg group discussions) and public speaking skills (eg presentation in front of the classroom).

Previous Learning
Kind of Animals
The Use of Past Simple (were/was) and Past Simple (regular verbs)
Respond to Apologize
Writing a Biography

Learning Materials		
Material Parties	Skills	Descriptions
Kind of New Technology	Vocabularies	Gadgets, Computers, Cameras, Televisions and some particular parts of them (eg batteries, joysticks, USB ports, memory, etc.).
Language Features	Grammar	- The use of simple present formulas with irregular verbs in daily activities or situations related to new technology. - Kind of verb patterns (to-infinitive or the <i>-ing form</i>).
Social Functions	Reading and Vocabulary	The social function of new technology in some particular texts related to the topic.
	Listening and Vocabulary	The social function of the website and some vocabularies related to the website.
practice	Writing and Speaking	- Practice creating a short and simple description of new technologies evolution, then present it in front of the classroom (group works). -Practice creating a short and simple description of personal technology preferences, doing peer review in pairs with friends, then giving any suggestions for friend's work (pair and individually).

Teaching and Learning Models
Teaching and Learning Strategies: Genre-Based Approach
Section of Activities:

1. Brainstorming: Students' understanding of the specific concepts, situations and problems associated with the learning materials in the unit.
2. Build Textual Understanding: Introducing spoken and written texts related to the type of text.
3. Build Contextual Understanding: Students do in groups and individually to create simple text about new technology and its contextual relations with students' surrounding.

Teaching and Learning Media	
Media	Tools
Picture Series	Laptops
Worksheets (Colorful Paper)	Scissors
	Glue (group representatives)
	Markers/Colourful Pen (group representative, optional)

Learning Sources
Wider World Book, Global Scale of English (GSE) Book Series 2, Pearson 2017
Internet
Interaction Patterns
Groups, pairs, and individuals

Learning Activities		
Activities	Description of Activities	Time Allocation
Pre-Activity	1. Teacher and students greet each other and ask for each other's condition. 2. Class goes on with praying activity. A student will lead the prayer while others follow. 3. Students' attendances are checked by the teacher calling the roll. (Checking students' disciplines) 4. Students prepare their physical and psychological state to start the learning activity with the help of the teacher.	10 minutes

	5. The teacher relates the topic (learning material) of the day with the previous material having been learned by students. 6. Teacher reminds students about the previous material in relation to the present material. 7. Students respond to the teacher's question about anything related to the previous material. 8. The teacher describes the significance of the learning material to be studied in daily life. 9. The teacher delivers the learning objectives of the day and poses a question about students' comprehension to the learning objectives. 10. Teacher tells the students about the big picture of material (topic) of the day. 11. Teacher tells students the teaching and learning scenario of the day.	
Play Activity First meeting	Activity 1 (Brainstorming) 1. Brainstorming about new technologies: a. What does new technology mean? b. What kinds of new technology? c. What is the function of new technology? d. What new technologies do you usually use? Activity 2 (Build Textual Understanding) 1. Students observe the language feature and the social function of new technology text. 2. The teacher makes a group of 4-5 students	70 minutes

	3. The teacher gives examples of new technology texts and worksheets for each group. Activity 3 (Build Contextual Understanding) 1. Each group chooses the kind of technology that will be their topic (every group must be different). 2. Within the group, the students discuss and do the worksheet. 3. The students compare the social function of the particular new technology evolution by writing their results of their discussion (by using simple simple patterns). 4. Each group present their discussion results in front of the classroom. 5. The teacher wraps up the group works. Activity 4 (Build Contextual Understanding) 1. The students, individually, write their own personal new technology preference in short and simple description (homework).	
Play Activity Second meeting	Activity 1 (Brainstorming) 1. Brainstorm about the social function, of new technology. 2. Brainstorming about the language feature of simple present with irregular verbs and verb patterns (to infinitive or - <i>ing</i> form). Activity 2 (Build Contextual Understanding) 1. The students, individually, write their own personal new technology preference in short and simple	70 minutes

	descriptions (reviewing the homework). - In pairs, students do peer reviews of each other's work and give some feedback to each other. - Every student does some revisions from other feedback (if it is correct after getting reviewed with the teacher), then present it in front of the class.	
Notes: During class activity, the teacher observes students' attitude of honesty, discipline, confidence, collaboration and responsibility while having transactional communication of asking for and giving opinion with a teacher and friends.		
Post-Activity	- Teacher appraises students' collaborative work. - Students together with the teacher summarize the learning material of the day. - Students do a reflection on learning activities on the day. The reflection activity covers questions such as: - What have you learned today? - What do you like best from today's learning material? - What are the difficulties of today's learning material? - Students analyze the strengths and weaknesses of learning activities of the day. - Teacher assigns homework for students to do. - Students and teachers close the session with a prayer. - Teacher says 'salaam' and students respond to it.	10 minutes

Assessment Rubric for Writing Skills
Assessment of Writing Skill learning objective

-Creating a short and simple description of new technologies evolution, then present it in front of the classroom (group works).
 -Creating a short and simple description of personal technology preferences, doing peer review in pairs with friends, then giving any suggestions for friend's work (pair and individually).

Components of Writing	score	Levels	Indicators	weighting
Content (C)	4	Excellent	Present the information well-chosen details across the paragraph	3
	3	good	Present the information with details in parts of the paragraph	
	2	Fair	Present the information with some details	
	1	Poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good in vocabulary choices	2.5
	3	good	There are few errors in vocabulary choices and do not interfere with understanding	
	2	Fair	Error in vocabulary choice and sometimes they interfere with understanding	
	1	Poor	Many errors in vocabulary and several times interfere with understanding	
Grammar (G)	4	Excellent	Good in grammar	2.5
	3	good	Errors in grammar choices are few and do not interfere with understanding	
	2	Fair	Error in grammar choice and sometimes they interfere with understanding	

	1	Poor	Many errors in grammar and several times interfere with understanding	
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization	2
	3	good	Errors in spelling, punctuation and capitalization are few	
	2	Fair	Errors in spelling, punctuation and capitalization, and sometimes interfere with understanding	
	1	Poor	Errors in spelling, punctuation and capitalization, and several times interfere with understanding	
Final Score = $\frac{(3C+2.5V+2.5G+2M)}{40} (X 100)$				

3. The Advantages and Disadvantages of Genre-Based Strategy in Teaching Writing

In this section, the researcher will present the positive and negative implications of using Genre-Based Strategies in teaching writing, which uses the 2013 National Curriculum and teaching writing, which uses Cambridge International Curriculum. All the data in this section are taken from the interview with the two English teachers and five students representatives consisting of two male students and three female students from the 25 Eighth Graders at Bilingual Class Program. Here are the interview results from the teachers and students about what are the positives to strengthen and what are the negatives to improve from the implications of the English writing strategies by the use of Integrated Curriculum:

a. Beneficial Implications (Positive Implications)

Question: What are the benefits obtained by teachers and students in using the particular strategies by the use of Integrated Curriculum in teaching writing?

Teacher 1: *"For students, apart from being able to achieve the learning objectives of each curriculum, the strategy I use makes it easier for them to guess the specific topics they will write about. So, they will not get confused and linger over the topic in one or two lessons. As for myself, the teacher, I feel that using this strategy makes me easier to find relevant media, not too complicated but optimal for helping students, so it's not too difficult for me to find it."*

Teacher 2: *"For the teacher, this strategy is easier to convey because the breakdown of the material in Cambridge is very detailed, so by using this strategy, students are automatically understanding the materia clearerl, because the sequence is also clear and detailed. As for students, it seems like the use of media anyway, so the media I use is enough to support them in my opinion, so it's easier for students to come up with ideas to write about it. "*

Question: What are the advantages of using Integrated Curriculum in teaching writing classrooms?

Teacher 1: *"More practice time is given from the additional allocation in special learning that uses the Cambridge curriculum, yes. So, it can also provide more variation in student knowledge."*

Teacher 2: *"As for the teacher, the theme is quite fresh for the students so as a teacher they can run anywhere, not just to that-that's all you mean. Besides that, the material is very detailed so it's good for the teacher. For the students themselves, especially for writing, yes, they are rather weak in vocabulary, so by using Cambridge, the book provides a kind of vocabulary list or glossary, so it really helps students."*

Based on interviews with the two teachers who each teach English writing using Genre-Based Strategies with both the 2013 National Curriculum and the Cambridge International Curriculum, there are several things that they think this Genre-Based strategy has positive implications for, namely: first, for strategy teachers this makes it easy to find media that is simple but relevant and feels optimal in helping the transfer of knowledge. Second, this strategy helps teachers in Cambridge International Curriculum classes to break down material more efficiently. So the material can be conveyed maximally. Then, the positive implications that the teacher thinks will be experienced by students are: first, it is easier for students to classify the topics of the writing they will make; second, the existence of a strategy that requires certain media to help students get ideas for producing writing with the same topic. being studied.

Moreover, aside from the positive implications obtained from using the Genre-Based strategy, the use of curriculum integration also positively impacts learning writing. According to the first teacher, the benefit of integrating this curriculum into teaching writing is that the time allocation

is calculated to be longer than regular classes. Thus, students also have more time to write and get more diverse insights, which are expected to increase the sensitivity of their writing skills. In line with that, according to the second teacher, for teachers, this curriculum integration helps provide fresher themes to present to students, especially those from the Cambridge International Curriculum. Meanwhile, for the benefit of the students themselves, there is a glossary in Cambridge books that makes it easier for them to get new vocabulary as a variation in writing.

Question: Does the implementation of teaching writing strategies provide a deeper understanding of the learning material?

Student 1: *“There are lot of media, such as PPT. There are also group discussions and some games that make it fun.”*

Student 2: *“Because there is a discussion group it is very helpful and the question and answer sessions for several times makes it easier to understand.”*

Student 3: *“he point is that the concept given by the teacher is different from the others, there are fun games, but we stay focused on the lesson. For those in Cambridge there are almost the same games, and it rarely exist any confusion.”*

Student 4: *“I understand more because it is often reviewed, the problem is also drilled many times, both in K13 and Cambridge. However, the Cambridge one is a bit difficult to use in terms of vocabulary.”*

Student 5: *“The teacher is very easy going, the delivery is good, so it makes me understand, makes it fun as well, I feel really enjoy it. Having a discussion group also makes it more understandable. For Cambridge ones, it's almost the same, sometimes there are discussion groups too.”*

Question: Does the use of teaching writing strategies based on the Integrated Curriculum have a positive impact on your writing abilities? If any, please mention!

Student 1: *"Yes, because the material has increased and the practice is a lot, it clarifies some of the writing material in the 2013 Curriculum which happens to be the same. So I feel my ability when working on it has increased.”*

Student 2: *“Yes, because usually in Cambridge the material comes first, so when the materials are the same or repeated it in K13, I’ve been understood. So for example, in the first lesson I was still a bit confused in writing practice, in the second lesson I was able to do it better.”*

Student 3: *"Yes, from the delivery of the two teachers it was good, so I understand even more. Apart from that, because we actually got Cambridge material, the writing material has a wider range, so I'm more curious and excite to have a class. ”*

Student 4: *"Yes, positive, because the material increases, it adds more insight. Well, Cambridge's standards are international, so I*

felt 'oh, it turns out that I can also learn writing, which native people might also learn directly'.”

Student 5: *"It has a positive impact, because in Cambridge the topics are usually the same as those in K13, so if you don't understand what is in K13 you can get additional understanding from Cambridge and vice versa."*

Based on the data obtained from the interviews with these five students, the researchers found that the overall teachers' strategies for writing using Integrated Curriculum are good. This is shown from the answers to the first question, which discussed whether the implementation of the strategies applied by the teacher in both curricula provided deeper understanding or not; five students answered yes where the nature of the teacher, the media used, and several games inserted by the teacher in the strategy also had an effect. in a positive direction towards the absorption of material by students. Thus, this aspect of the use of media and the provision of games in this strategy needs to be maintained or even increased by the teacher, perhaps through variations and frequency of use.

Moreover, in the second question, which asked about how the strategy brought by the teacher to teach writing based on the integrated curriculum could positively impact their writing skills, the five students' representatives answered yes. This was stated in the learning of the two which there were similarities, to provide more writing practice time and indirectly improve students' ability to write.

b. Drawbacks (Negative Implications)

Question: What are the obstacles faced by you in teaching English writing skills using particular strategies in line with the Integrated Curriculum?

Teacher 1: *“In actual terms, there are no problems with this strategy, only for certain materials it is necessary to provide authentic texts according to the material at Cambridge and that is quite difficult compared to finding texts that have been modified in such a way on the internet.”*

Teacher 2: *“In Cambridge, there are too many recalls, so sometimes one grammatical can be discussed in 2-3 meetings. This automatically has an impact on the time calculation of the main activities as well, though not always. If it's just based on the book, it tends to be monotonous, thus I need to find a way to stay related to the topic, but with an attractive delivery package. So, if there is no problem with the strategy, it's just that we, as teachers, are smart enough to adjust it to the theme and time allocation.”*

Question: **What are the drawbacks of the Integrated Curriculum that you think need to be improved in the future?**

Teacher 1: *“The time and educators who might need to be added to be more focused, I don't think there is any more, because so far for the bilingual program itself, there is an evaluation session at the end of the semester to ascertain what needs to be improved in its implementation.”*

Teacher 2: *“Allocating time, everything needs process and process takes time. If there is no additional time, then automatically the result of writing will not be much either, which in the end is good in*

terms of writing quality, the writing material is limited. For the infrastructure, everything is good. It's more likely about time."

Based on interviews with the two teachers who were informants in the research, in its application, the Genre-Based strategy did not provide teachers with significant obstacles. In general, the obstacle most often experienced by both is how the teacher can adapt the strategy to the material being taught. For example, when in this Cambridge teaching guide, there are too many recalls that must be carried out, the teacher must be able to organize the right strategy to still achieve the learning objectives on time. Then, in the second question, the researcher specifically asked the two teachers' opinions about things they thought needed to be improved from the use of an integrated curriculum, significantly if this could impact teaching writing in class. In harmony, the two teachers unanimously answered that the time allocation for classes using the Cambridge International Curriculum needed to be increased. So, as a consideration from the second teacher, he said that the additional time allocation would certainly increase students' time to improve their writing skills, which indirectly also affects the writing quality they produce.

Question: What are the things that make it difficult for you to understand the material while the teaching strategies are using an integrated curriculum?

Student 1: *"When I miss for a moment about the teacher explanation, sometimes I get confused. However, I will ask the*

teacher to explain it again. That's all, the point is that there are no problems so far."

Student 2: *"It's almost the same, sometimes the teacher explains really quickly, so if you miss a point, you're a bit confused if you don't ask the teacher to repeat it."*

Student 3: *"From the teacher's teaching method, I think it's nothing, because she has a very fun demeanor. The problem is that it's just the material at Cambridge that makes it difficult."*

Student 4: *"This strategy is not difficult to follow, so I just enjoy it while following the writing lesson in class."*

Student 5: *"Same, actually what makes difficult is not the way the teacher conveys the materials or the activities such as discussion groups, etc. It's not difficult, but the material."*

Question: **In your opinion, what are the things that need to be improved in the implementation of the Integrated Curriculum towards the teaching writing in the class?**

Student 1: *"Sometimes, if K-13 is too long, it gets boring, if Cambridge is even less, it's fun."*

Student 2: *"The K13 book is less interesting, the Cambridge one is colorful. The only thing that needs to be improved is the explanation, because sometimes it's full of practice, occasionally I'm still confused about the material if it's not explained enough."*

Student 3: *"In my opinion, in K13 what needs to be improved is from the concept of the material in the book, for example*

interspersed with questions that have games, what's more fun is the point is that it's not monotonous. So far, Cambridge has been good for its delivery, especially since the game is more up to date, which is the way it usually is nowadays."

Student 4: *"From K13, the books are probably more colorful or varied, so for Cambridge, the vocabulary should not be too high at first because it's a bit difficult to follow, the duration is the same because the meeting is only 1 time so you get less material too."*

Student 5: *"For the K13 book, sometimes there is no explanation or a little, more questions become difficult if they are not explained, but luckily the teacher explains so you can understand. If the Cambridge, I guess we need extra time and do some outdoor learning, I also hope the school wants to invite foreigners so that I and my friends know how to speak English directly from foreigners."*

Based on the interview results from the informants, on the first question regarding the difficulties faced by students in using the teacher's strategy in teaching writing based on an integrated curriculum, two of them felt that the teacher's delivery was often too fast. However, the overall strategy did not provide significant obstacles for both. Then, for the other three informants, the difficulties they faced tended to come from the learning material, not from the delivery method and strategies used by the teacher. In the second question, regarding the opinions of the informants about things that might have to be improved from the use of an integrated curriculum for learning writing, including: first, the time allocation for the Cambridge International Curriculum class program needs to be added; second,

the K-13 module book used needs to be made more attractive both in terms of content and delivery; third, there needs to be a particular strategy to overcome the high level of vocabulary in Cambridge books, so that students can more easily understand vocabulary, and; fourth, there is a need for outdoor writing learning and inviting native speakers to provide new insights to students in learning.

B. Discussions

In this section, the researcher discuss the results of the observations, interviews, and some documentation presented and explained in the findings section. However, before going further, based on observation, it was found that the use of integrated curriculum between the 2013 National Curriculum and Cambridge International Curriculum were separated. The implementation in the field were truly different. Based on the interview that had been presented in the previous part, there were no specific system that align or arrange the integration between these 2013 Curriculum and Cambridge Curriculum at Bilingual Class Program MTs Negeri 1 Malang. So, they were pure implemented separately.

This is not align with the Drake and Burns (2004) integrated curriculum theory which explained some classifications of integrated curriculum, namely, multidisciplinary integration, interdisciplinary integration, and trans-disciplinary integration. All the integrations or their branches has specific specification that must be fulfilled. Nonetheless, in this case, the first teacher only told that the existence of Cambridge International Curriculum in this program is only aim to give students more comprehensive experience, especially outside national curriculum materials.

There were still no specific discussion regarding the type of integration that is implemented.

The first integration is multidisciplinary integration. This integration focuses on integrating various disciplines that still relate to the main disciplines. Robert C. Wicklein (1995) investigated a multidisciplinary integration which was regarding Mathematics, Science, and Technology education. So, in this case, the use of 2013 Curriculum and Cambridge International Curriculum were not a multidisciplinary integration since they are still in the same disciplinary namely, in English language context.

The second integration from the Drake and Burns (2004) theory is interdisciplinary integration, which organizes the curriculum around common learning across disciplines. The implementation is such when students learn to make windmills from bamboo during learning language skills. They are learning interdisciplinary communication skills (thinking and writing in a structured and coherent way). However, the researcher did not find any indication that the use of 2013 Curriculum and Cambridge curriculum in the class is similar to the interdisciplinary integration.

The third integration is trans-disciplinary integration, which was designed according to the questions and concerns of the students (Lawrence, 2015). Trans-disciplinary integration aims to lead students to develop their life skills in a real-life context. In some situation, this can be like a project based learning or the teachers leads to negotiate the curriculum with students. In this case, the use of 2013 National Curriculum and the Cambridge Curriculum are not in line with this trans-disciplinary integration concept. Thus, the use of 2013 Curriculum and Cambridge

Curriculum in Bilingual Class program MTsN 1 Malang only did in literally separatd way and did not meet any kind of integration type by Drake and Burns theory.

Genre-Based Strategy for Teaching Writing in Mixed-Curriculum Classroom Design

Based on the observation and interview results, the two teachers as the informants in this study describe that they used the same strategy in teaching writing namely, the Genre-Based Approach. The teacher applies this strategy to make it easier for students to classify specific topics that they will write. This is in line with Dirgeyasa (2016) who explains the concept of genre as classifying species into certain classes according to their typical similar characteristics. In the process of teaching writing, genre can also be understood as kinds or types of writing that have similar styles, particular targets of readers, or purposes for studying certain topics (Thoreau, 2006). Fyland in Dirgeyasa (2016) explained that the implications of using genre in the process of teaching writing are not only aimed at teaching how to write but also how then writing can achieve specific goals, such as a way to get something done in procedure text, to describe particular person or objects in descriptive text, to report past events in recount text, and so on. Thus, the teacher's objectives of using the Genre-Based Approach align with the theory in previous studies regarding the concept of genre.

Based on the results of the study, teaching writing by using GBA in 2013 National Curriculum consists of four stages, namely: Background Knowledge of Text (BKoF), Modelling of Text MoT), Joint Construction of Text (JCoT), and Individual Construction of Text (ICoT). Theoretically, this aligns with previous

research conducted by Hammond et al. (1992), who explained that GBA consists of four stages. Moreover, the four stages are described as follows: First, the BKoF stage carried out by teachers in the classroom is in line with research conducted by Narasintawati et al. (2020), where English teachers where teachers help students building lexical sources (vocabularies) and generic structure of announcement text. The initial knowledge that students learned and mastered would become a provision to continue the activities in the next stage, namely Modeling of the Text (MoT).

Then, the teacher did the MoT stage by giving them some examples of announcement text and instructing students to observe the components according to the background materials regarding announcement text given at the BKoF stage. In this case, the teacher gave students a YouTube video to observe the particular example of announcement texts. This is in line with Hammond et. al (1992) define the activities in MoT stage. He stated that in this stage, students are given examples by the teacher, which can be in the form of conversations or another teaching materials that are tailored to the predetermined learning objectives.

The next stage is Joint Construction of the Text (JCoT). At this stage, teachers are directed to divide students into several groups according to the number of students in the class. Then, in groups, students can work on tasks by developing their understanding from the previous two stages. As described in the research results, the implementation of the JCoT stage was done by teachers who gave students a formative assignment namely creating an announcement text, and explain in which condition the announcement is usually exist. After conducting a group discussion regarding the worksheet provided by the teacher, all of group should present the results of their discussion in front of the whole class. This is in

line with Batubara (2013) which stated that Joint construction deals with learners who collaboratively write a new text in the focus genre, which in this case is an announcement text.

The last stage in GBA is ICoT, where students independently produce oral and written texts. In this stage, all students are given individual assignment to write another announcement text. Each students should write an announcement text which the topic was based on the number they had chosen. Independent construction of text deals with students' individual activities in constructing other texts in the focus genre (Batubara, 2013). Furthermore, the teacher stated that the aim of this stage is ensuring every individual students' would understand comprehensively the specific writing genre (Sofyan, 2016).

From the overall implementation described earlier, based on field observations, the learning activities in the classroom has one difference with the Hammond et. al theory. According to Hammond et. al. (1992), GBA consists of four stages with two cycles. The first cycle activities should combines students' speaking and listening skills, and the second cycle focuses on developing students' writing skills. However, in this case, the first teacher only did one cycle since the time allocation is not enough and the learning objective in this material is focusing on writing comprehension. This is not a big problem as long as the learning activities still in line with the learning objectives. Hence, it can be conclude that the first teacher implementation of the Genre-Based approach using the 2013 National Curriculum in teaching writing is in line with the theories. Conveniently, Hyland (2007) illustrates the three stages in a cyclic strategy as follows:

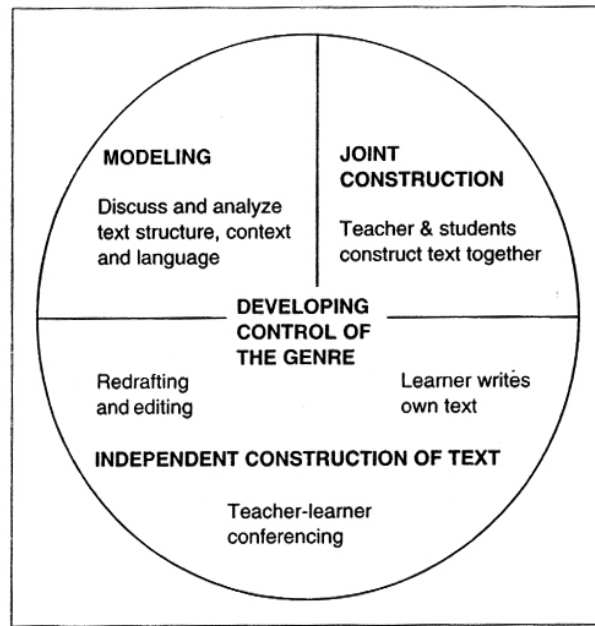


Figure 1. The Hyland's Model of Genre Teaching and Learning Cycle

Based on the research results presented in the findings in the form of classroom implementation and learning blueprints, coherently, these practical steps have been carried out by the teacher in teaching writing. The following are some practical steps carried out by the teacher at the Modeling of Text stage in the writing class, namely explaining the text's social function, generic structure and language function. They were then followed by instructions to students to observe the components independently. Meanwhile, the teacher gives students an overview of the type of writing genre at the stage before Modeling of Text, namely Background Knowledge of Text. So, the stages of Modeling of Text carried out by the teacher in the classroom align with the theory in previous research.

Then, in the second stage of the Genre-Based strategy, the teacher applies the Joint Construction of Text stage, which, through research results, is obtained like this, first, the teacher forms class members into several groups. Second, the teacher gives a formative assessment in the form of assignments to write to be

discussed and completed together about the type of genre being studied. Third, the teacher instructs each group to provide a peer review of the work of other groups by presenting the results of other groups' work. Furthermore, finally, the teacher instructs each group to improve the writing results before the teacher then collects them.

This is in line with the theory of Firkins et.al (2007), which explains that at the Joint Construction of Text stage, students start to do something more practical and operational dealing with writing, which is explained explicitly in three practical steps, namely first, students reconstruct the particular genre of text given, whether it is from the vocabulary usage, grammatical patterns, or other textual devices that need to be changed. Second, the teacher instructs students to discuss their work with their friends to gain a broader understanding of the type given genre. Third, before heading to the next stage, a review must be carried out at this stage. These three practical steps follow the steps that the teacher has implemented. So, at the Joint Construction of Text stage, the teacher implements and aligns the theory with previous research.

After the Joint Construction of Text stage is carried out, the next stage is the Independent Construction of Text. At this stage, the teacher gives a formative assessment similar to what was done in the previous stage; however, this time, it must be done individually. The purpose of this individual task is to measure and ensure that students can construct the text as a whole and correctly individually. This is in line with the explanation from the theory of Firkins et al. (2007), that the Independent Construction of Text provides writing assignments regarding the type of genre for individual students. In this case, the teacher is required to ensure that

students understand the features of specific genres, whether about the communicative purpose, structural elements of the text, grammatical patterns, relevant vocabularies, and other textual devices. Three stages have been explained one by one above; they are expected to help students compare their previous work to the final work of writing. So students can know their strengths and weaknesses in writing (Dirgeyasa, 2016).

Afterwards, slightly different from the stages carried out by the teacher in teaching writing based on the 2013 National Curriculum, the second teacher used GBA in the Cambridge International Curriculum in three main stages. Those are Brainstorming, Build Textual Understanding and Build Contextual Understanding. This stages are not in line with the Hammond et. al (1992) GBA theory who stated that GBA are consisting of four stages, namely BKoF, MoT, JCoT, and ICoT. Nevertheless, the activities carried out in this second stage (Build Textual Understanding) are similar with the concept of Background Knowledge of Text and Modelling of Text. Then the activities carried out in this third stage (Build Contextual Understanding) are similar with the concept of Joint Construction of Text in Hammond et. al GBA theory.

The teacher did Build Textual Understanding by giving students some lexical resources (vocabularies) from the text regarding new technology. In this case, the teacher shared a YouTube video in Power Point presentation in front of the class. Teacher gave students two examples of descriptive texts with new technology as the topic unit. During the learning activities, teacher provided space for students to observe or study independently about the language features in the unit. After that, the teacher gave the students more straightforward and more

detailed explanation about the generic structure of descriptive texts in new technological context. These activities in line with the concept of BKoF and MoT which covers the vocabularies building and provides examples of text for students to analyze the generic structure (Basthomi & Suharyadi, 2020; Emilia, 2008; Hyland, 2007; Yan, 2005).

Afterwards, kind of activities in Build Contextual Understanding stage are drafting a descriptive text regarding new technology in group and presenting the work result. These activities are similar with the concept of JCoT and ICoT in Hammond et. al (1992) GBA theory. This is also stated by Pujianto et al. (2014) that JCoT can be done in groups (students) and or students partnered by the teacher to accomplish one model or draft of text. Webb et al. (2008) state collaboration enables students to learn with others. So, if there are some difficulties faced by students, they can discuss finding the problem solving one another. After that, the next activities was about individual assignment namely, students wrote a descriptive text about their technology preferences as creative as they can. In pair, students' were doing peer-review each another, then revising the written descriptive text. Hence, although the specific terms of those two stages (Build Textual Understanding and Build Contextual Understanding) are not the same with the terms that are brought by Hammond et al. (1992) they are still considered same with BKoF, MoT, JCoT, an ICoT stages.

Several previous studies have stated that using a Genre-Based Strategy in learning writing, using either four stages or three stages, is capable of helping students improve their writing skills. This was conveyed by Nahartini (2019) who researched the use of Genre-Based Strategy using four stages: Background

Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Individual Construction of Text to see students' writing analytical exposition text. The results of the research using the quasi-experimental design projected a Genre-Based Strategy as an effective strategy capable of significantly improving students' writing skills.

Moreover, using a Genre-Based Strategy is also effective in improving students' writing skills related to argumentative texts. This was conveyed by Indrayatti (2015), whose research results showed an increase in the average student score from the pre-test to the post-test. In this case, Indrayatti (2015) used the same four stages as the first informant in this study, namely Background Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Individual Construction of Text to see students' writing analytical exposition text. Then, using a Genre-Based Strategy using the three stages put forward by the second teacher can also be said to help improve student writing. In their research, Amilia & Merrita (2023) found that using the pre-writing, writing, and re-writing activities through Genre-Based Strategy generally increased students' knowledge and application of writing skills.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two things, namely conclusion and recommendation. The researcher presents a conclusion based on the findings and discussion in this study and presents recommendations for further researchers.

1. Conclusion

Based on the results and discussion, the researcher found that the teachers' strategies to teach writing in Bilingual Program using integrated curriculum at MTsN 1 Malang is Genre Based Approach. However, since the implementation of the integrated curriculum are separated, so the teachers are also different. The first teacher who taught GBA in 2013 National Curriculum used GBA with four main stages, namely Background Knowledge of Text (BKoF), Modelling of Text (MoT), Joint Construction of Text (JCoT), and Individual Construction of Text (ICoT). Each activities in those four stages had been in line with the GBA theory of Hammond et. al.

The second teacher who taught GBA by using Cambridge International Curriculum also use GBA, but in different number of stages. The second teacher only used three stages, namely Brainstorming, Build Textual Knowledge, and Build Contextual Knowledge. However, the activities in second and third stages of this GBA are in line with the activities in BKoF, MoT, and JCoT Hammond et. al. theory. Therefore in this case, the second teacher only meet the three stages of Hammond et. al. GBA theory, and pass the ICoT stage.

1. Recommendations

This study limited on discovering the use of particular strategies in teaching one English skill-based, namely writing by using the Integrated Curriculum. However, there are still three other English based-skills that have not searching for application strategy using the Integrated Curriculum. Moreover, further research too can carry out study through the point of view of the curriculum integration, start from integrated curriculum development, integrated curriculum implementation, and integrated curriculum evaluation.

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APPENDICES

Appendix 1. Observation Guidelines

OBSERVATION GUIDELINES

Variables	Sub-Variables	Indicators	Sub-Indicators	Observation Results
Teaching writing strategies by using Integrated Curriculum	Learning Preparation	Silabus/RPP	Teacher has developed Silabus/RPP before the learning processes begin	
			The Silabus/RPP fulfills the requirements of Silabus/RPP standards in integrated curriculum	
		Textbooks	The teacher has textbooks as the material guidance	
			The students has textbooks as the material guidance and a source to learn individually	
			The materials in textbooks fulfilled the learning objectives standards in integrated curriculum	
	Learning Process	Pre-Activities	The way teachers open the teaching and learning activities	

		Main Activities	Kind of learning strategies that are used by teachers	
			Kind of method that are used by teachers	
			Sequenced of learning activities that covers the teaching writing strategies	
			The way teachers transfer the materials using the particular strategies	
			Teaching writing strategies cover activities that can achieve learning objectives	
			Teaching writing strategies cover the standards of integrated curriculum	
		Post-Activities	The way teachers close the teaching and learning activities	
	Learning Evaluation	Formative Assessment	Kind of formative assessment that teachers give to students during the class	

			The formative assessment help students achieve the learning objectives	
			The formative assessment fulfill the integrated curriculum standards	
		Summative Assessment	Kind of summative assessments that teachers give to students	
			The summative assessments cover the learning objectives	
			The summative assessments fulfill the integrated curriculum standards	
	Learning Media		Kind of media that are used in teaching writing strategies	
			The media are appropriate with the teaching writing strategies	
			The media can help the transferring knowledge from teacher to students easier	

	Students' Behavior		The media motivate students' motivation to follow the teaching and learning activities	
			Students' feeling and appearance while the writing classes are conducted	
			The interaction between students and teacher while learning processes	
			The way students perceive the materials while teacher is explaining	
			The way students behave while teacher is explaining	

Appendix 2. In-Depth Interview Guidelines

RESEARCH INSTRUMENT FOR IN-DEPTH INTERVIEW

Variable s	Sub- Variables	Indicators	Interview Participant	Interview Questions
Teaching English Writing Strategies by the Use of Integrated Curriculum	Learning Preparation	Learning Component Aspects	English Teacher	1. What learning components/tools did you prepare before teaching and learning activities in writing class? 2. How do you structure learning preparation components such as lesson plans and teaching modules? Are you adapting the learning components of one curriculum or combining of the two? 3. What textbooks do you use in teaching writing? Why? 4. Is the textbook in accordance with the Integrated Curriculum standards? 5. Are all the components of the learning device that you have compiled in accordance with the Integrated Curriculum Framework?
	Learning Process (Kind of Strategies Conducted)	Pre, Main, and Post Activities	English Teacher	1. What kind of teaching strategies that are used in writing classroom? 2. Why do you use that kind of strategies in teaching writing?

				3. What kind of activities that are conducted in the class? 4. Why do you use those kind of activities? 5. Are the learning activities in accordance with the learning objectives? 6. How effective are the approaches and activities that you implemented in the class? 7. In your opinion, is the process of teaching English writing with the Integrated Curriculum that you implement effective? Why? 8. In your opinion, are students able to follow the implementation of this Integration Curriculum well? 9. Are learning activities considered capable of optimizing student learning outcomes in accordance with the assessment standards in the Integrated Curriculum?
	Learning Evaluation	Formative Assesment	English Teacher	1. How is the assessment system in teaching writing? 2. Is the assessment system aligned with the assessment standards in the Integrated Curriculum?

				3. What are the assessment components from each Curriculum that are combined into the Integrated Curriculum assessment components, did you compile them yourself? Why? 4. What kind of formative assessment in English writing activities? 5. Do you develop the assessment or another kind of Educational institution who develop them? 6. If you develop by yourself, how do you do it?
		Summative Assessment	English Teacher	1. What kind of summative assessment in English writing activities? 2. Does the school develop the assessment or another kind of Educational institution who develop them? 3. If the school develop by itself, how does the school do it?
	Learning Media		English Teacher	1. What kind of learning media do you usually use in teaching writing classroom? 2. Why do you choose those kind of learning media?

Appendix 3. Observation Result 1 (2013 National Curriculum)

OBSERVATION 1

Informant: Miss Ana (English Teacher 1)

Date: Monday, 10th of April 2023

Variables	Sub-Variables	Indicators	Sub-Indicators	Observation Results
Teaching writing strategies by using Integrated Curriculum	Learning Preparation	Silabus/RPP	Teacher has developed Silabus/RPP before the learning processes begin	Sudah dibuat sebelum pembelajaran berlangsung (didasarkan pada wawancara dan bukti RPP yang dikirim oleh Guru Bahasa Inggris)
			The Silabus/RPP fulfills the requirements of Silabus/RPP standards in integrated curriculum	Sudah (Karena Silabus dan RPP didasarkan pada KI dan KD yang ada pada K-13 and Learning Objective materi yang sedang digunakan pada Cambridge Curriculum)
		Textbooks	The teacher has textbooks as the material guidance	Memiliki (2 macam, yang satu When English Rings a Bell untuk K-13 dan Wider World Book untuk Cambridge Curriculum)
			The students has textbooks as the material guidance and a source to learn individually	Memiliki dua-duanya

			The materials in textbooks fulfilled the learning objectives standards in integrated curriculum	Sudah memenuhi karena memang dua textbook berasal dari dua kurikulum
	Learning Process	Pre-Activities	The way teachers open the teaching and learning activities	Salam, review materi sebelumnya atau recall, dan brainstorming (dilakukan melalui question and answer tentang sekilas materi yang akan dipelajari)
		Main Activities	Kind of learning strategies that are used by teachers	Students-centered learning, diketahui melalui pembelajaran yang melibatkan siswa secara aktif untuk mengemukakan argumen dan pendapat, student discussion, dan student presentation)
			Kind of method that are used by teachers	Genre-Based learning method
			Sequenced of learning activities that covers the teaching writing strategies	Opening (include reviewing or recall) Explaining materials Formative assessment (in group of four students) Group discussion to do some peer review of other's group works Presentation of each group (one

				representative) and giving correction of other groups' work Editing and revising (by group) Closing from the teacher
			The way teachers transfer the materials using the particular strategies	Guru aktif memberikan pertanyaan-pertanyaan sehingga murid tidak pasif
			Teaching writing strategies cover activities that can achieve learning objectives	Sudah memenuhi learning objective karena telah sesuai dengan lesson plan
			Teaching writing strategies cover the standards of integrated curriculum	Sudah memenuhi standar penilaian dari K-13 dan Cambridge Curriculum karena disesuaikan dengan rubrik penilaian
		Post-Activities	The way teachers close the teaching and learning activities	Salam dan mereview materi yang sudah dibahas
	Learning Evaluation	Formative Assessment	Kind of formative assessment that teachers	Menyesuaikan task yang ada pada textbook dengan improvisasi yang disesuaikan

			give to students during the class	dengan kondisi kelas, e.g. jumlah students in group disesuaikan dengan jumlah keseluruhan siswa
			The formative assessment help students achieve the learning objectives	Sangat membantu karena semacam drilling untuk melatih pemahaman siswa
			The formative assessment fulfill the integrated curriculum standards	Sudah, karena formative assessment diambil dari textbook
		Summative Assessment	Kind of summative assessments that teachers give to students	Summative berupa UTS dan PAS, UTS dibuat oleh sekolah? dan PAS dibuat oleh dinas pendidikan terkait.
			The summative assessments cover the learning objectives	Tentu saja, karena memang mengcover learning objective dalam pembelajaran.
			The summative assessments fulfill the integrated curriculum standards	Tentu saja, karena memang mengcover learning objective dalam pembelajaran.

	Learning Media		Kind of media that are used in teaching writing strategies	Sheet color/ color paper for each group untuk menuliskan jawaban yang dihasilkan dari diskusi
			The media are appropriate with the teaching writing strategies	Appropriate
			The media can help the transferring knowledge from teacher to students easier	Sangat membantu
			The media motivate students' motivation to follow the theaching and learning activities	Memotivasi dilihat dari ekspresi dan antusiasme siswa saat pembelajaran
	Students' Behavior		Students' feeling and appearance while the writing classes are conducted	Semangat, enjoy dan terlihat tidak ada tekanan
			The interaction between students and teacher while	Sangat aktif, dibuktikan dari students yang seringkali menjawab dan bertanya bahkan mostly menggunakan

			learning processes	Bahasa Inggris sederhana
			The way students perceive the materials while teacher is explaining	Memahami dilihat dari mereka bisa menjawab saat guru bertanya
			The way students behave while teacher is explaining	Sopan dan mendengarkan dengan baik saat guru menjelaskan

Appendix 4. Observation Result 2 (Cambridge International Curriculum)

OBSERVATION 1

Informant: Miss Ana (English Teacher 1)

Date: Saturday, 15th of April 2023

Variables	Sub-Variables	Indicators	Sub-Indicators	Observation Results
Teaching writing strategies by using Integrated Curriculum	Learning Preparation	Silabus/RPP	Teacher has developed Silabus/RPP before the learning processes begin	Done
			The Silabus/RPP fulfills the requirements of Silabus/RPP standards in integrated curriculum	Done and appropriate
		Textbooks	The teacher has textbooks as the material guidance	Memiliki (Wider World Book untuk Cambridge Curriculum)
			The students has textbooks as the material guidance and a source to learn individually	Memiliki

			The materials in textbooks fulfilled the learning objectives standards in integrated curriculum	Sudah memenuhi karena memang textbook berasal dari kurikulum developer asli
	Learning Process	Pre-Activities	The way teachers open the teaching and learning activities	Salam, absen kehadiran, recalling, brainstorming (dipancing dengan pertanyaan)
		Main Activities	Kind of learning strategies that are used by teachers	Genre-Based
			Kind of method that are used by teachers	Genre-Based dengan students centred approach
			Sequenced of learning activities that covers the teaching writing strategies	Opening (include reviewing or recall dan brainstorming) Explaining materials Formative assessment (in group of four students) (biasanya mengartikan, biasanya membuat tulisan, dan dipresentasikan) Presentation of each group (bersama-sama di depan kelas) Peer review dilakukan oleh guru (tergantung materi, entah di dalam kelas atau homework)

				(tugas individu, berkelompok) Editing and revising (by group) Closing from the teacher (mereview materi sedikit, ditanya, dan dijelaskan singkat)
			The way teachers transfer the materials using the particular strategies	Guru aktif memberikan pertanyaan-pertanyaan sehingga murid tidak pasif
			Teaching writing strategies cover activities that can achieve learning objectives	Menerapkan sistem preparation, menulis, reviewing, dan revised.
			Teaching writing strategies cover the standards of integrated curriculum	Memenuhi
		Post-Activities	The way teachers close the teaching and learning activities	Salam dan mereview materi yang sudah dibahas

	Learning Evaluation	Formative Assessment	Kind of formative assessment that teachers give to students during the class	Menyesuaikan task yang ada pada textbook dengan improvisasi yang disesuaikan dengan kondisi kelas, e.g. jumlah students in group disesuaikan dengan jumlah keseluruhan siswa
			The formative assessment help students achieve the learning objectives	Sangat membantu karena semacam drilling untuk melatih pemahaman siswa
			The formative assessment fulfill the integrated curriculum standards	Sesuai karena diambil dari setiap unit material dalam buku Cambridge
		Summative Assessment	Kind of summative assessments that teachers give to students	Summative berupa Ujian Final Semester (CAT), Soal disesuaikan dengan Wider World berupa pilihan ganda dan isian berjumlah 25, dan Ujian Cambridge 3 tahun sekali yang nilainya disesuaikan dengan CEFR.
			The summative assessments cover the	Memenuhi

			learning objectives	
			The summative assessments fulfill the integrated curriculum standards	Memenuhi
	Learning Media		Kind of media that are used in teaching writing strategies	Buku, PPT, series of picture, YouTube Video,
			The media are appropriate with the teaching writing strategies	Appropriate
			The media can help the transferring knowledge from teacher to students easier	Sangat membantu
			The media motivate students' motivation to follow the theaching and learning activities	Memotivasi dilihat dari ekspresi dan antusiasme siswa saat pembelajaran

	Students' Behavior		Students' feeling and appearance while the writing classes are conducted	Semangat, enjoy dan terlihat tidak ada tekanan, tapi ada beberapa kondisi yang kadang terlihat mengantuk
			The interaction between students and teacher while learning processes	Sama-sama aktif, dibuktikan dari students yang seringkali menjawab dan bertanya, untuk penggunaan bahasa fifty fifty
			The way students perceive the materials while teacher is explaining	Memahami dilihat dari mereka bisa menjawab saat guru bertanya
			The way students behave while teacher is explaining	Sopan dan mendengarkan dengan baik saat guru menjelaskan

Appendix 5. In-Depth Interview Results

IN-DEPTH INTERVIEW ANSWER SHEET

Variables (Teaching English Writing Strategies by the Use of Integrated Curriculum)

Sub-Variables : Learning Preparation

Indicator : Learning Component Aspects

Interview Participant : English Teacher 1

DD/M/Y : Tuesday, 10th of April 2023

1. What learning components/tools did you prepare before teaching and learning activities in writing class? (1)

Worksheet yang paling utama, kemudian ada textbook, RPP, media pembelajaran dan silabus.

2. How do you structure learning preparation components such as lesson plans and teaching modules? Are you adapting the learning components of one curriculum or combining of the two?

Tentunya diambil dari masing-masing kurikulum framework, karena memang meskipun diintegrasikan tetapi jalannya masing-masing.

3. What textbooks do you use in teaching writing? Why?

Untuk yang nasional 2013 ini menggunakan English Rings a Bell dan buku Lembar Kerja Siswa yang sesuai standar nasional pendidikan Indonesia. Kalau untuk yang Cambridge ini ada bukunya dari pusat.

4. Is the textbook in accordance with the Integrated Curriculum standards?

Iya, tentu saja.

5. Are all the components of the learning device that you have compiled in accordance with the Integrated Curriculum Framework?

Lagi-lagi tidak digabungkan ya karena pelaksanaannya secara terpisah, hanya saja dari segi materi ini saling melengkapi, kadang di K-13 ada di Cambridge ada, kadang di K-13 tidak ada, di Cambridge ada.

Sub-Variables : Learning Preparation

Indicator : Learning Component Aspects

Interview Participant : English Teacher 2

DD/M/Y : Tuesday, 14th of April 2023

1. What learning components/tools did you prepare before teaching and learning activities in writing class?

Pasti buku ajarnya langsung ya, lihat topic kalau butuh media pembelajaran yang perlu disiapkan di siapkan. Lesson plan, sillabus juga pasti, sama assessment rubric. Kalau modul itu untuk yang pakai K13 jadi tidak dipakai.

2. How do you structure learning preparation components such as lesson plans and teaching modules? Are you adapting the learning components of one curriculum or combining of the two?

Iyaa semua diadaptasi dari Curriculum Cambridge famework tentu saja.

3. What textbooks do you use in teaching writing? Why?

Kalau textbook, iya ada buku guru ada buku siswa. Kalau buku guru lebih detail penjelasannya, ada jawaban. Tapi kalau saya pakainya buku siswa, supaya bisa memahami dari sisi siswa juga. Terus ini juga ada aplikasinya, jadi kadang gak pakai buku, kita pakai elektronik booknya, yang bisa semacam aplikasi juga.

4. Is the textbook in accordance with the Integrated Curriculum standards?

Iyaa tentu saja, karena memang sudah disediakan dari penyedianya Cambridge sana.

5. Are all the components of the learning device that you have compiled in accordance with the Integrated Curriculum Framework?

Sesuai dengan Cambridge ya mbak sekali lagi, jadi bukan digabung yang secara konkret gitu no.

Sub-Variables : Learning Process

Indicators : Pre, Main, and Post Activities

Interview Participant : English Teacher 1

DD/M/Y : Tuesday, 10th of April 2023

1. What kind of teaching strategies that are used in writing classroom?

Writing process strategy atau Genre-Based Strategy. Jadi kalau yang process ini fokusnya ke seperti drafting, reviewing, editing. Tetapi kalau yang Genre ini ada background penjelasan dulu, MOT, dan kemudian group discussion untuk saling mengoreksi.

2. Why do you use that kind of strategies in teaching writing?

Karena writing ini butuh pembiasaan, modelling atau dicontohkan dulu, jadi tidak bisa sekali jadi.

3. What kind of activities that are conducted during the class?

Disesuaikan dengan materi ya semuanya. Tetapi yang jelas, secara umum menggunakan dua strategi itu tadi.

4. Why do you use those kind of activities?

Karena memang aktivitas aktivitas itu yang menstimulasi siswa dan sesuai dengan strategi yang digunakan dalam kelas.

5. Are the learning activities in accordance with the learning objectives?

Tentu saja

6. How effective are the approaches and activities that you implemented in the class?

Tentu, efektif sekali.

7. In your opinion, is the process of teaching English writing with the Integrated Curriculum that you implement effective? Why?

Sudah ya, sejauh ini hasil pembelajaran sudah menunjukkan adanya keefektifan dari adanya strategi yang saya gunakan. Pernah menggunakan konvensional dulu, tetapi hasilnya lebih memuaskan yang sekarang.

8. In your opinion, are students able to follow the implementation of this Integration Curriculum well?

Sejauh ini sangat bisa. Mereka aktif sekali menjawab kalau dikelas, itu salah satu indikator yang menunjukkan mereka dapat mengikuti kelas dengan baik.

9. Are learning activities considered capable of optimizing student learning outcomes in accordance with the assessment standards in the Integrated Curriculum?

Sudah, sangat sudah ya karena para tenaga pendidik ini mengajar sesuai dengan framework kurikulumnya sehingga apapun ya pasti sesuai.

Sub-Variables : Learning Process

Indicators : Pre, Main, and Post Activities

Interview Participant : English Teacher 2

DD/M/Y : Tuesday, 14th of April 2023

1. What kind of teaching strategies that are used in writing classroom?

Berangkat dari based on topic yang sedang dipelajari saat itu, tetapi tidak yang plek, istilahnya seperti ini, misal di topic new technology nah saya tidak hanya membahas new technology tetapi process new technology ini seperti apa, jadi tidak hanya di topiknya. Tapi ya pada akhirnya memang genre-based juga sih.

Karena di umur-umur sekian itu anak-anak sepenamatan saya memang akan lebih mudah ketika mereka menulis dengan sudah mengetahui topiknyanya jaga, daripada dibiarkan silakan kalian mau menulis apa terserah itu akan lebih memusingkan bagi mereka.

2. Why do you use that kind of strategies in teaching writing?

Memperhatikan kondisi kelas juga ya, gak sampai need analisis cuma ya berdasarkan pengalaman sebelumnya pernah saya bebaskan tapi mereka justru bingung, trial and eror lah istilahnya.

3. What kind of activities that are conducted in the class?

Brainstorming dulu, recall materi dulu, kemudian membahas main material yang mau dibahas, kemudian practice baik melalui soal maupun concrete activities.

4. Why do you use those kind of activities?

Menyesuaikan dengan waktu mbak, karena pertemuannya hanya satu minggu sekali jadi memang aktivitasnya saya sesuaikan saja. Cuma sesekali ya saya adakan kegiatan yang mungkin agak menyita waktu tidak aa-apa seperti brainstormng menggunakan game.

5. Are the learning activities in accordance with the learning objectives?

Insyallah sama sh ya, karena di bukunya kan memang sudah ada stepnya.

6. How effective are the approaches and activities that you implemented in the class?

Kalau di kelas VIII B, karena sudah middle, dan kebetulan anak-anaknya juga aktif, yaa it works lah.

7. In your opinion, is the process of teaching English writing with the Integrated Curriculum that you implement effective? Why?

Efektif ya menurut saya, kalau saya perkirakan mungkin karena pertama, issue-issue atau materi yang di bahas itu lebih relate ya sama anak-anak sekarang, kedua, isuenya ini juga lebih bersifat internasional dan lebih luas, ini secara tidak langsung menambah curiosity dari ana-ana jadi mereka lebih semangat belajarnya.

8. In your opinion, are students able to follow the implementation of this Integration Curriculum well?

Mungkin tidak 100% ya, karena lagi-lagi kemampuan setiap anak ini berbeda-beda dalam menangkap materi. Apalagi basicnya ini bilingual class, jadi kan dua bahasa, mungkin yang gak relate itu biasanya mereka yang

kecondongannya di Bahasa Arab daripada di Bahasa Inggris. Tapi so far, yaa 80% lah.

9. Are learning activities considered capable of optimizing student learning outcomes in accordance with the assessment standards in the Integrated Curriculum?

Insyaallah bisa, karena ya hasilnya mayoritas nilainya oke.

Result testnya dilihat dari penilaian sehari-hari atau bagaimana bu?

Dari yang sehari-hari kan kita bisa lihat ya dari latihan-latihan dan keaktifan di kelas, sama ujian akhir ya, semacam PAS, Cuma soalnya based on topic yang ada di cambridge yang sudah di pelajari. Tapi ini bukan yang 3 tahun sekali itu ya, kalau itu langsung dari pihak Cambridgnya. Jadi semacam final exam tapi yang mengarrange dari pihak sekolah sendiri.

Sub-Variables : Learning Evaluation

Indicators : Formative Assessment

Interview Participant : English Teacher 1

DD/M/Y : Tuesday, 10th of April 2023

1. How is the assessment system in teaching writing?

Untuk sistem nilai ini menyesuaikan dengan rubric penilaian yang tentunya sudah dibuat sebelum pembelajaran berlangsung. Dan rubric ini dibuat berdasarkan acuan penilaian masing-masing kurikulum.

2. Is the assessment system aligned with the assessment standards in the Integrated Curriculum?

Tentu saja untuk K-13 sesuai standar penilaia pengetahuan dan sikap atau keterampilan di kurikulumnya, sedangkan untuk Cambridge sesuai dengan CEFR.

3. What are the assessment components from each Curriculum that are combined into the Integrated Curriculum assessment components, did you compile them yourself? Why?

Untuk keduanya terpisah, tapi yang jelas Cambridge itu hanya untuk semacam pengayaan. Jadi, untuk K-13 tetap yang utama dan harus tpenuhi terlbh dahulu.

Sub-Variables : Learning Evaluation

Indicators : Formative Assessment

Interview Participant : English Teacher 2
DD/M/Y : Tuesday, 14th of April 2023

1. How is the assessment system in teaching writing?

Kalau saya pasti writing practice langsung ya, pertama writing topicnya apa, kemudian dilihat untuk ketepatan grammatical dan vocabularynya itu sesuai dengan yang ada di buku, karena di setiap tpic itu pasti ada component structure yang sedang dipelajari dan vocabnya juga.

Jadi writing assessmentnya itu based on product ya bu?

Based on product, cuma untuk peer reviewnya itu langsung dari saya, jadi setelah mereka drafting tulisan pertama mereka, dikumpulan langsung saya koreksi di tempat, saya kasih note, saya berikan advice ini harusnya gini lo yang benar gini lo, setelah itu mereka revising dan final drafting.

2. Is the assessment system aligned with the assessment standards in the Integrated Curriculum?

Kalau writing secara spesifik saya juga kurang tahu ya, cuma selalu based on topic dan based on learning objectivesya juga.

3. What are the assessment components from each Curriculum that are combined into the Integrated Curriculum assessment components, did you compile them yourself? Why?

Kalau assessment component jelas berbeda mbak sama dari K13, kita ini jalannya kan pisah, meskipun beberapa material ini secara substantive ini sedikit sama, tetapi kami coba untuk assessment Cambridge tetap sesuai dengan CEFR tadi acuannya. Jadi jelas berbeda.

Sub-Variables : Learning Media

Indicators : -

Interview Participant : English Teacher 1

DD/M/Y : Tuesday, 10th of April 2023

1. What kind of learning media do you use in teaching writing classroom?

Kalau learning media ini depend sama materi ya mbak, misalnya kadang PPT, kadang ya YouTube video, worksheet, colour paper, atau board game kalau misal materinya bisa dielaborasi dengan game.

2. Why do you choose those kind of learning media?

Yang jelas untuk mempermudah transfer pemahaman ke siswa, jadi itu kenapa tiap material punya media yang berbeda-beda, menyesuaikan kebutuhan.

Sub-Variables : Learning Media
Indicators : -
Interview Participant : English Teacher 2
DD/M/Y : Tuesday, 14th of April 2023

1. What kind of learning media do you use in teaching writing classroom?

Buku, sama series of pictures yang lebih sering.

2. Why do you choose those kind of learning media?

Karena gambar ini kasih visualisasi materi yang strong menurut saya ya. Meskipun nih andai PPT ini ada gambar, tapi print out gambar ini anak-anak bisa pegang dan lihat di depan mata mereka gitu, jadi lebih jelas menurut saya.

Sub-Variables : Implication
Indicators : Beneficial Implications
Interview Participant : English Teacher 1
DD/M/Y : Tuesday, 10th of April 2023

3. What are the benefits obtained by teachers and students in using the particular strategies by the use of Integrated Curriculum in teaching writing?

Bisa mencapai tujuan pembelajaran dari masingmasing kurikulum. Media yang digunakan ini juga mudah disediakan, semacam simple picture series.

4. What are the advantages of developing the particular teaching writing strategies by the use of Integrated Curriculum?

Waktu berlatih yang lebih banyak untukCambridgnya ini. Sehingga bisa memberikan variasi yang lebih banyak juga.

Sub-Variables : Implication
Indicators : Beneficial Implications
Interview Participant : English Teacher 2
DD/M/Y : Tuesday, 14th of April 2023

1. What are the benefits obtained by teachers and students in using the particular strategies by the use of Integrated Curriculum in teaching writing?

Untuk guru itu, strategi ini lebih mudah disampaikan karena breakdown materi yang ada di Cambridge ini sangat detail, jadi memang apa ya, anak anak ini

otomatis lebih clear untuk memahami materi gitu lo kalau sequencenya jelas dan detail.

Kalau untuk anak-anak, sepertinya penggunaan media sih, jadi media yang saya gunakan ini cukup menunjang mereka menurut saya, sehingga anak-anak ini lebih mudah mendapatkan ide untuk menulisnya gitu.

2. What are the advantages of developing the particular teaching writing strategies by the use of Integrated Curriculum?

Kalau untuk gurunya, yang pasti terbantu dari temanya ini cukup fresh bagi anak-anak jadi sebagai guru pun bisa lari kemana-mana, tidak hanya ke itu-itu saja gitu lo maksudnya. Selain itu, materinya detail sekali jadi enak untuk teacher.

Kalau untuk anak-anak sendiri, itu khususnya untuk writing ya, tu mereka agak lemah di vocabulary, nah dengan menggunakan Cambridge ini, di bukunya itu disediakan semacam vocabulary list atau glossarium gitu jadi sangat membantu anak-anak.

Sub-Variables : Implication

Indicators : Beneficial Implications

Interview Participant : Student 1

DD/M/Y : Tuesday, 11th of April 2023

1. Does the implementation of teaching writing strategies provide a deeper understanding of the learning material?

Lebih banyak media PPT, ada group discussion juga jadinya enak, sama beberapa game bikin seru.

2. Does the use of the Integrated Curriculum in learning writing have a positive impact on your abilities? If any, please mention!

Iya karena materinya bertambah dan practicenya banyak, memperjelas beberapa materi yang ada di Kurikulum 2013 yang kebetulan sama.

Sub-Variables : Implication

Indicators : Beneficial Implications

Interview Participant : Student 2

DD/M/Y : Tuesday, 11th of April 2023

1. Does the implementation of teaching writing strategies provide a deeper understanding of the learning material?

Karena ada grup diskusi itu sangat membantu dan memberikan soal-soal itu beberapa kali jadi semakin paham.

2. Does the use of the Integrated Curriculum in learning writing have a positive impact on your abilities? If any, please mention!

Iya, karena biasanya di Cambridge ini materinya duluan, jadi waktu ada yang materinya sama atau diulang di K13 itu sudah paham lebih dulu.

Sub-Variables : Implication

Indicators : Beneficial Implications

Interview Participant : Student 3 (Nazil)

DD/M/Y : Tuesday, 11th of April 2023

1. Does the implementation of teaching writing strategies provide a deeper understanding of the learning material?

Poinnya dari onsep yang diberikan oleh gurunya itu beda dengan yang lain, ada fun gamesnya, tapi kita tetap fokus ke pelajaran. Kalau yang di Cambridge hampir sama ada gamenya, cuma kadang ada bingungnya sih.

2. Does the use of the Integrated Curriculum in learning writing have a positive impact on your abilities? If any, please mention!

Iya, dari penyampaian dua guru tersebut enak jadi semakin paham saja sih kalau saya. Selain itu, karena memang kita dapat materi Cambridge itu materinya lebih banyak, lebih curious juga akhirnya kadang saya.

Sub-Variables : Implication

Indicators : Beneficial Implications

Interview Participant : Student 4 (Falin)

DD/M/Y : Tuesday, 11th of April 2023

1. Does the implementation of teaching writing strategies provide a deeper understanding of the learning material?

Semakin paham karena seringkali di review, drilling soalnya juga brkali-kali, baik yang K13 maupun Cambridge. Tapi memang yang Cambridge ini agak susah ke vocabnya.

2. Does the use of the Integrated Curriculum in learning writing have a positive impact on your abilities? If any, please mention!

Iya positif, karena materiya bertambah jadinya lebih menambah wawasan. Nah standarnya Cambridge inikan internasional jadi saya merasa oh ternyata saya bisa juga belajar hal-hal yang mungkin juga dipelajari oleh orang Inggris langsung.

Sub-Variables : Implication

Indicators : Beneficial Implications

Interview Participant : Student 5 (Olivia)

DD/M/Y : Tuesday, 11th of April 2023

1. Does the implementation of teaching writing strategies provide a deeper understanding of the learning material?

Gurunya itukan easy going, penyampaiannya enak jadi itu membuat paham, bikin seru gitu, dan tidak tegang dan enjoy. Adanya grup diskusi itu juga bikin makin paham. Untuk yang Cambridge juga hampir sama kadang ada grup diskusi juga.

2. Does the use of the Integrated Curriculum in learning writing have a positive impact on your abilities? If any, please mention!

Berdampak positif, karena yang di Cambridge itu biasanya kan bahasannya sama dengan yang di K13, jadi kalau belum paham yang di K13 bisa dapat tambahan pemahman dari Cambridge dan sebaliknya.

Sub-Variables : Implication

Indicators : Drawbacks

Interview Participant : English Teacher 1

DD/M/Y : Tuesday, 10th of April 2023

1. What are the obstacles faced by you in teaching English writing skills using the Integrated Curriculum?

Pada yang pokok sebenarnya tidak ada, hanya kadang perlu menyediakan teks-teks tertentu yang autentik sesuai dengan materi di Cambridge.

2. What are the shortcomings of the Integrated Curriculum that you think need to be improved in the future?

Waktu dan tenaga pendidik yang mungkin perlu untuk ditambahkan agar bisa lebih fokus ya.

Sub-Variables : Implication

Indicators : Drawbacks

Interview Participant : English Teacher 2

DD/M/Y : Tuesday, 14th of April 2023

1. What are the obstacles faced by you in teaching English writing skills using the Integrated Curriculum?

Kalau di Cambridge ini terlalu banyak recall, jadi kadang 1 grammatical itu bisa dibahas 2-3 kali pertemuan recallnya. Jadi, kadang strategi kita yang di awal pemberian brainstorming ini di beberapa pertemuan sama saja pembahasannya, recalling materi yang sama. Otomatis ini berdampak ke main activities time calculationnya juga mbak, meskipun gak selalu sih.

Kalau based on buku aja ini cenderung monoton, jadi memang dari guru harus cari cara, supaya tetap relate dengan topic tapi kita kemas penyampaiannya dengan bentuk yang lain.

2. What are the shortcomings of the Integrated Curriculum that you think need to be improved in the future?

Alokasi waktu sih, semuanya butuh proses dan proses pun butuh waktu. Kalau tidak ada tambahan pada waktunya ya otomatis hasil dari writing itu juga tidak akan banyak juga gitu, yang akhirnya baik dari segi quality writingnya, materi writingnya itu terbatas.

Kalau infrastuktur nggak sih, lebih ke waktu aja.

Sub-Variables : Implication

Indicators : Drawbacks

Interview Participant : Student 1 (Ali)

DD/M/Y : Wednesday, 11th of April 2023

1. What are the things that make it difficult for you to understand the material while the teaching strategies are using integrated curriculum?

Kalo ketinggalan kadang suka bingung meskipun sudah dijelaskan lagi. Intinya kurang ada kendala sih sejauh ini.

2. In your opinion, what are the things that need to be improved in the implementation of teaching writing using the Integrated Curriculum?

Kadang waktunya kalau K-13 terlalu panjang jadi bosan, kalau Cambridgenya malah kurang padahal seru.

Sub-Variables : Implication

Indicators : Drawbacks

Interview Participant : Student 2

DD/M/Y : Wednesday, 11th of April 2023

1. What are the things that make it difficult for you to understand the material while the teaching strategie are using integrated curriculum?

Hampir sama sih, kadang gurunya menjelaskan sangat cepat, jadi kalau terlewat satu poin gitu agak bingung kalau tidak bertanya atau minta diulang.

2. In your opinion, what are the things that need to be improved in the implementation of teaching writing using the Integrated Curriculum?

Kalau yang K13 bukunya kurang menarik, kalau yang Cambridge itu colourful. Cuma yang perlu ditingkatkan itu penjelasannya, soalnya kadang full praktik, sesekali masih bingung materinya kalau kurang dijelaskan.

Sub-Variables : Implication

Indicators : Drawbacks

Interview Participant : Student 3 (Nilza)

DD/M/Y : Wednesday, 11th of April 2023

1. What are the things that make it difficult for you to understand the material while the teaching strategie are using integrated curriculum?

Kalau dari cara pengajaran gurunya itu i think it's nothing, karena beliau pembawaannya sangat seru. Masalahnya ya Cuma dari materi di Cambridgenya aja yang membuat sulit.

2. In your opinion, what are the things that need to be improved in the implementation of teaching writing using the Integrated Curriculum?

Menurut saya kalau di K13 yang perlu ditingkatkan itu dari konsep materi yang ada di dalam bukunya sih, misal diselingi soal-soal yang ada bermainnya, yang lebih seru intinya biar tidak monoton. Kalau Cambridge sejauh ini udah enak untuk penyampaianya apalagi gamenya lebih up todate yang jaman-jaman sekarang gitu biasanya.

Sub-Variables : Implication

Indicators : Drawbacks

Interview Participant : Student 4 (Alin)

DD/M/Y : Wednesday, 11th of April 2023

1. What are the things that make it difficult for you to understand the material while the teaching strategie are using integrated curriculum?

Strateginya ini tida sulit untuk diikuti, jadinya enjoy saa saat mengikuti pembelajaran writing di kelas.

2. In your opinion, what are the things that need to be improved in the implementation of teaching writing using the Integrated Curriculum?

Dari K13 bukunya mungkin lebih berwarna atau bervariasi gitu, nah kalau dari Cambrige itu vocabnya kalau bisa jangan terlalu tinggi dulu karena agak susah mengikuti itu, sama durasi waktunya karena pertemuannya cuma 1 kali jadi materinya dapat lebih sedikit juga.

Sub-Variables : Implication

Indicators : Drawbacks

Interview Participant : Student 5 (Olivia)

DD/M/Y : Wednesday, 11th of April 2023

1. What are the things that make it difficult for you to understand the material while the teaching strategie are using integrated curriculum?

Sama, sebenarnya yang menyulitkan itu bukan dari cara gurunya menyampaikan atau aktivitasnya seperti grup diskusi dsb itu tidak sulit, tapi materinya.

2. In your opinion, what are the things that need to be improved in the implementation of teaching writing using the Integrated Curriculum?

Untuk yang K13 kadang gaada penjelasan atau sedikit, lebih banyak soal-soal jadi sulit kalau tidak dijelaskan, tetapi untung gurunya menjelaskan jadi bisa paham. Kalau dari Cambridge waktunya perlu dikasih tambahan dan kalau bisa sesekali pembelajaran outdoor, pingin juga misal ada ngundang bule gitu biar tau cara berbicara Bahasa Inggris secara langsung dari orang luar negeri.

Appendix 6. *Students' Assignment Portfolio at 2013 Curriculum classroom design*

Students' Announcement Individual Assignment

ANNOUNCEMENT

To : All Students of SMP 1 Malang

SMP 1 Malang will celebrate its 48th anniversary on:

Day / Date : Monday, 20 January 2019

Time : 09.00 a.m - 11.00 a.m

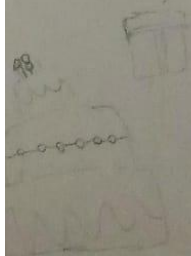
Place : School yard

To Celebrate this school anniversary, all the class must perform the arts performance. For the arts performance is nothing condition, so the class free to perform the talents. The register place in the school hall.

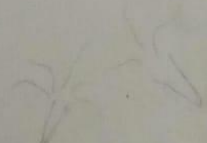


Principal,

Drs. Ridwan Ahmadi



Happy
Birth Day



MAKE AN ANNOUNCEMENT BASED ON THE SITUATION BELOW

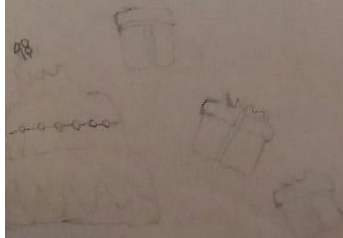
To celebrate the school anniversary, the school will hold some arts performances. All the classes must participate. Tell what they are. When it will be held. How and where to register. Whom to contact.

Day / Date : Monday, 20 January 2019
Time : 09.00 a.m - 11.00 a.m
Place : School yard

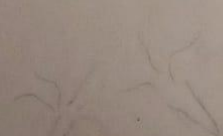
To Celebrate this school anniversary, all the Class must perform the arts performance For the arts performance is nothing condition, so the class free to perform the talents. The register place in the school hall.



Principal,
[Signature]
Drs. Ridwan Ahmad



Happy
Birth Day



announcement

To: All Students of SMP Bangsa

To celebrate the Kartini's Day, SMP Bangsa Student Organization will hold a fashion show event. All students must wear traditional costume. If you don't have traditional costume, you can borrow in C-MEY Salon. At 70 kenanga Street.

Contact : 08769580115674 (Mrs. Raina)

The Committee,

3



MAKE AN ANNOUNCEMENT BASED ON THE SITUATION BELOW

You will celebrate a Kartini's Day. Tell your friends to wear traditional costume. If your friends don't have any, you can suggest where they can borrow. Tell the detail address of it. Give the number to contact for further information.

To celebrate the Kartini's Day, SMP Bangsa Student Organization will hold a fashion show event. All students must wear traditional costume. If you don't have traditional costume, you can borrow in C-MEY Salon. At 70 Kenanga Street.

Contact : 08769580115674 (Mrs. Raina)

The Committee,

3



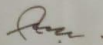
Students' Announcement Group Assingment

 School Announcement 

To : ALL Students of SMP Hasanudin

we will have a school bulletin. It will report recent news about your school or school's upcoming events and contain various articles, so I will invite all of you to participate if you have interesting articles of subjects of including stories.

You can submit to Mr. Dimas as soon as possible or you can contact on
095 223 973 790.


Head Master
of SMP Hasanudin

group 3.

ANNOUNCEMENT

To : All the students of Bilingual Class.

There will be an English Camp this Semester.

Date : Monday, 16th April 2019 to Sunday, 16th June 2019
Place : London, England
Time : Go to London : 05.00 a.m.
Come to Indonesia : 08.00 a.m.

What to bring :

• Clothes	• jacket	• Black	• Sunglasses
• Shoes	• Sandals	• Travel	• Bag
• Suitcase	• Handphone	• Mini	• Bag
• Money	• Shawl	• Praying	• Clothes
• Watch	• Al-Qur'an	• Toilet	• Tourist

The number to call for further information

- Mrs. Anna : +6281234567890
- Mr. Handik : +629234567891

The Captain of the
Bilingual class

Vergil s. Dante

Group 2

announcement

To: All students of Bilingual Classes

In this semester will be an English Camp.

It will be held:

Date: Monday, 22 April 2020 - Sunday, 28 April 2020

Time: 07.00 a.m

Venue: Pare, Kediri

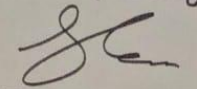
Don't Forget to bring :

- shirt
- Blanket
- Shoes
- Sport uniform
- Al-Qur'an
- Toilet tourist
- Book
- Praying clothes
- Umbrella

For more information:
Mrs. Anna: 08500032312

Group 1

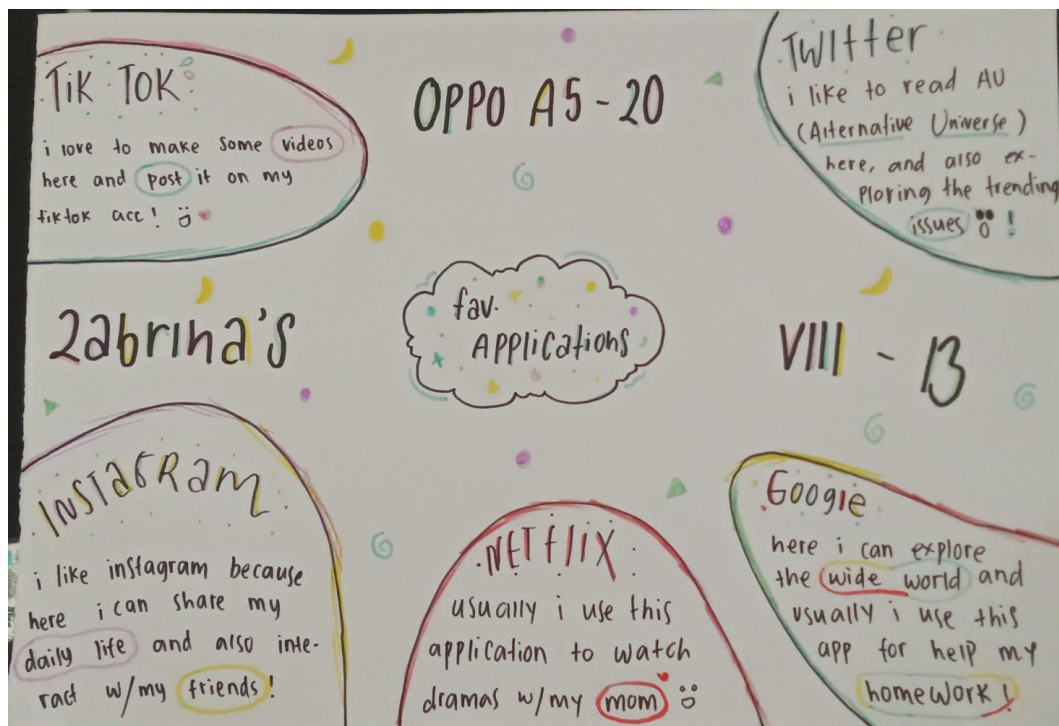
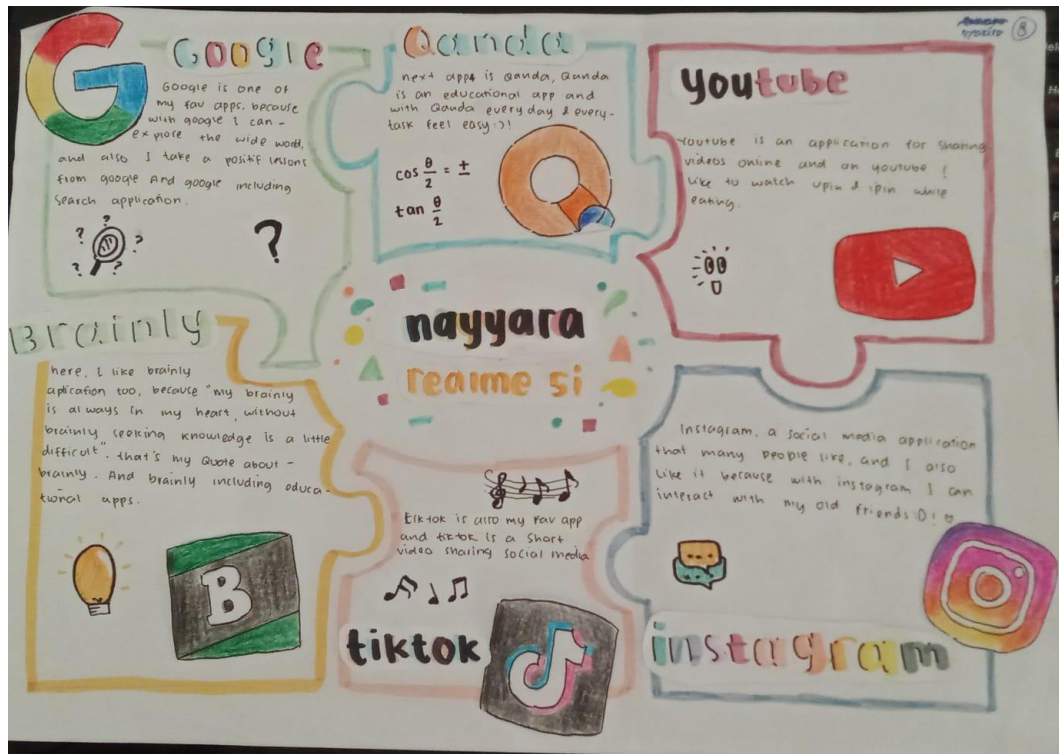
The chief of Bilingual

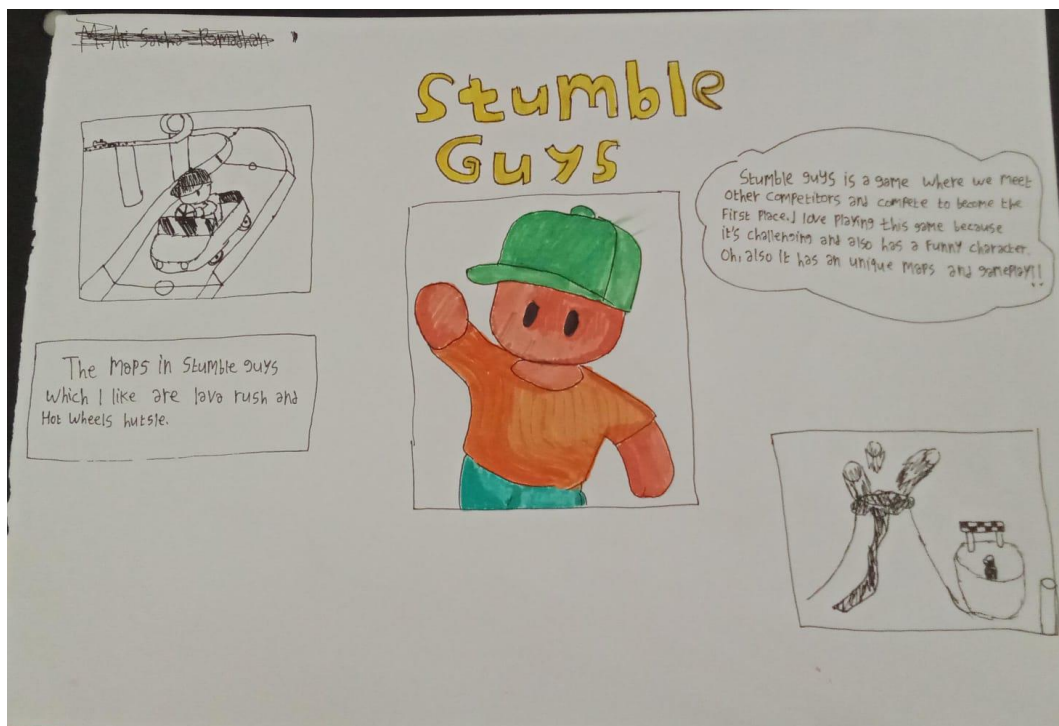
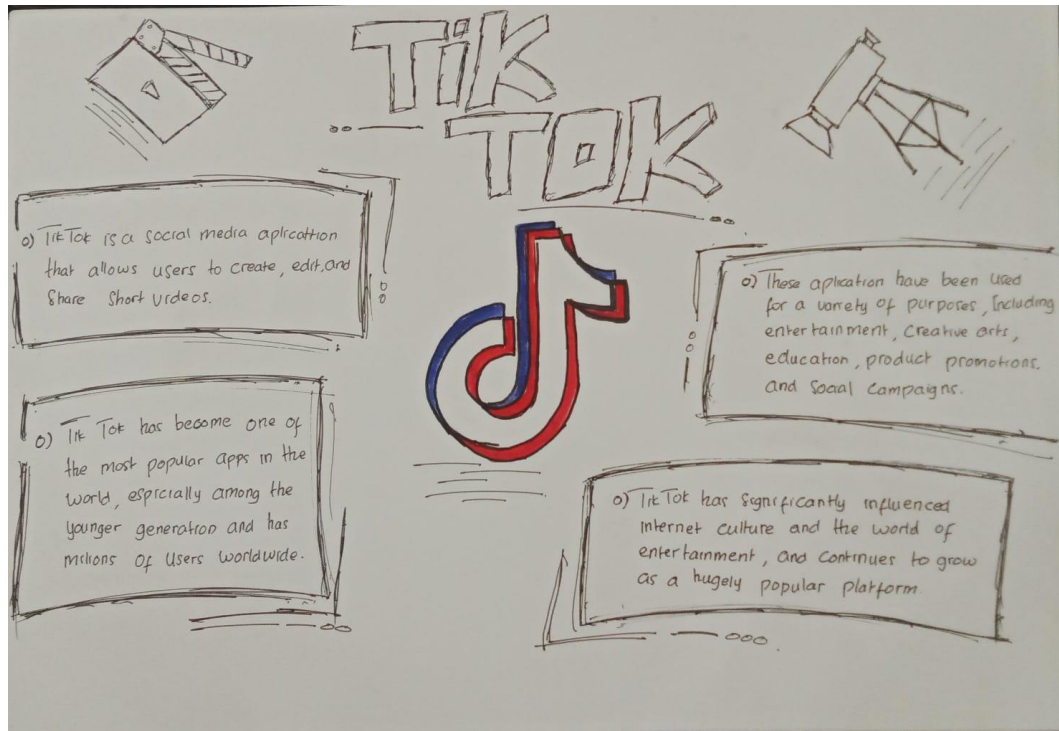


Ali S. M.

Appendix 7. Students' Assignment Portfolio at Cambridge classroom design

Students' Technology Preferences Individual Assignment





Students' New Technology Evolution Group Assignment

Computer Evolution



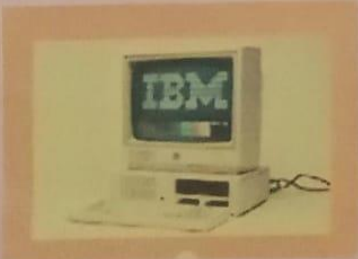
• • • IBM 650

The IBM 650 Magnetic Drum Data-Processing Machine is an early digital computer produced by IBM in the mid-1950's.



• • • IBM 5100

One of the first portable computers, introduced in September 1975. It was the evolution of a prototype called the SCAMP.



• • Personal Computer

a computer with a keyboard, screen, and main processing unit that is designed to be used on a desk or table; a desktop computer.

Page 1 —

1983

Apple Lisa

It is one of the first personal computer systems with a graphical user interface (GUI) to be sold commercially.



1990

New Computer Model

A program that runs on a computer that creates a model, or simulation, of a real world feature, phenomenon or event.

2000 - Now

Laptop

a small computer with a battery that is designed to be easily carried.



telephone

evolution



↳ is a desk set telephone that was manufactured in the US. The sets were routinely refurbished into 1960s.



↳ it was able to work using other decadic or DTMF dialing and also offered multiple lines.



↳ With Internet access to a wide range of sites, doing things that no previous home phone had done before



↳ It used a semi-mechanical keypad and the usual electromechanical bells. It was rather uncomfortable to use.



↳ Things are starting to finally modernise, sending a generation of teenagers.



↳ Over the years the home has remained with this Pele-phone.

Appendix 8. Textbook for 2013 National Curriculum Classroom

Front Cover of the Textbook

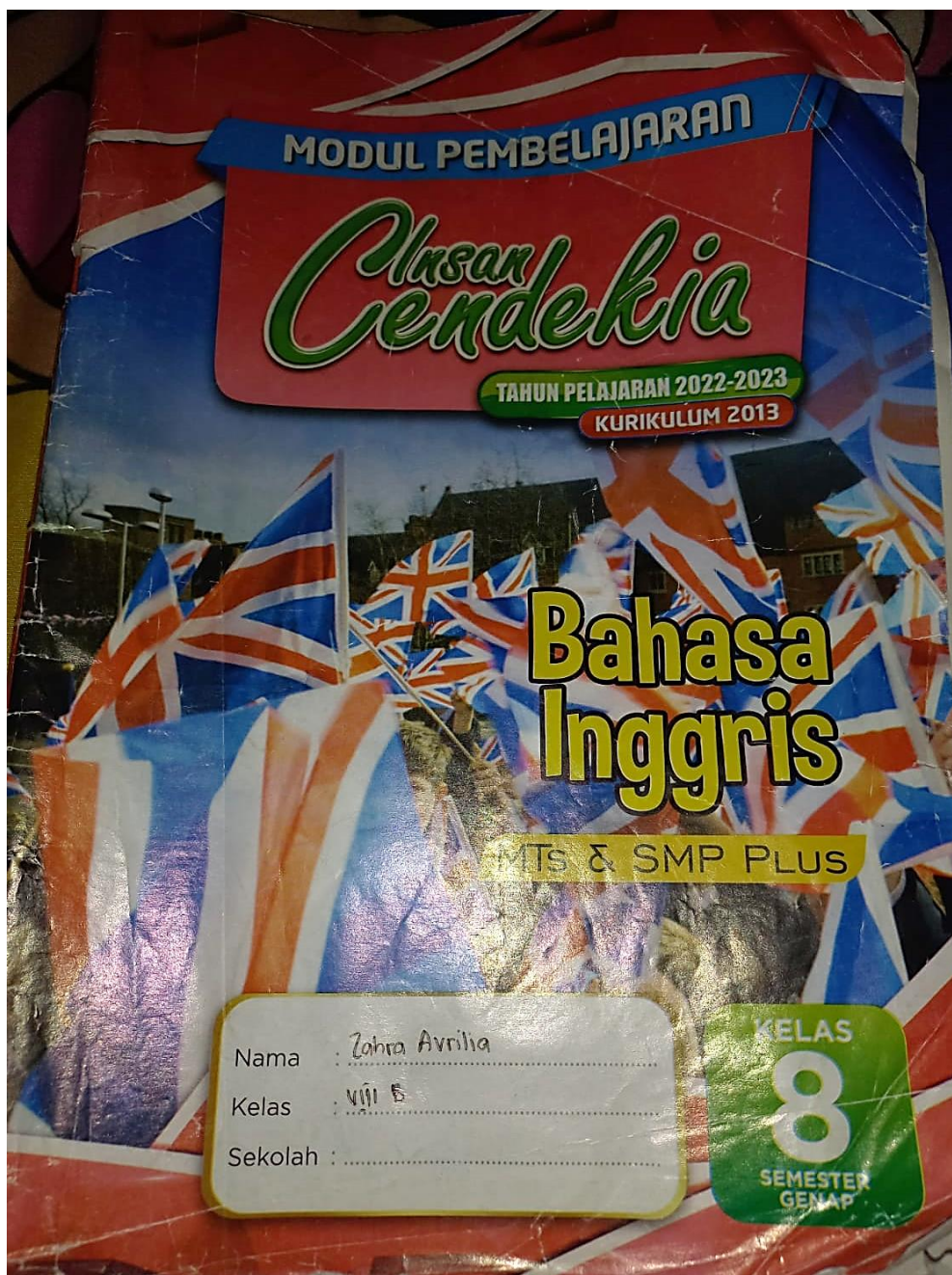
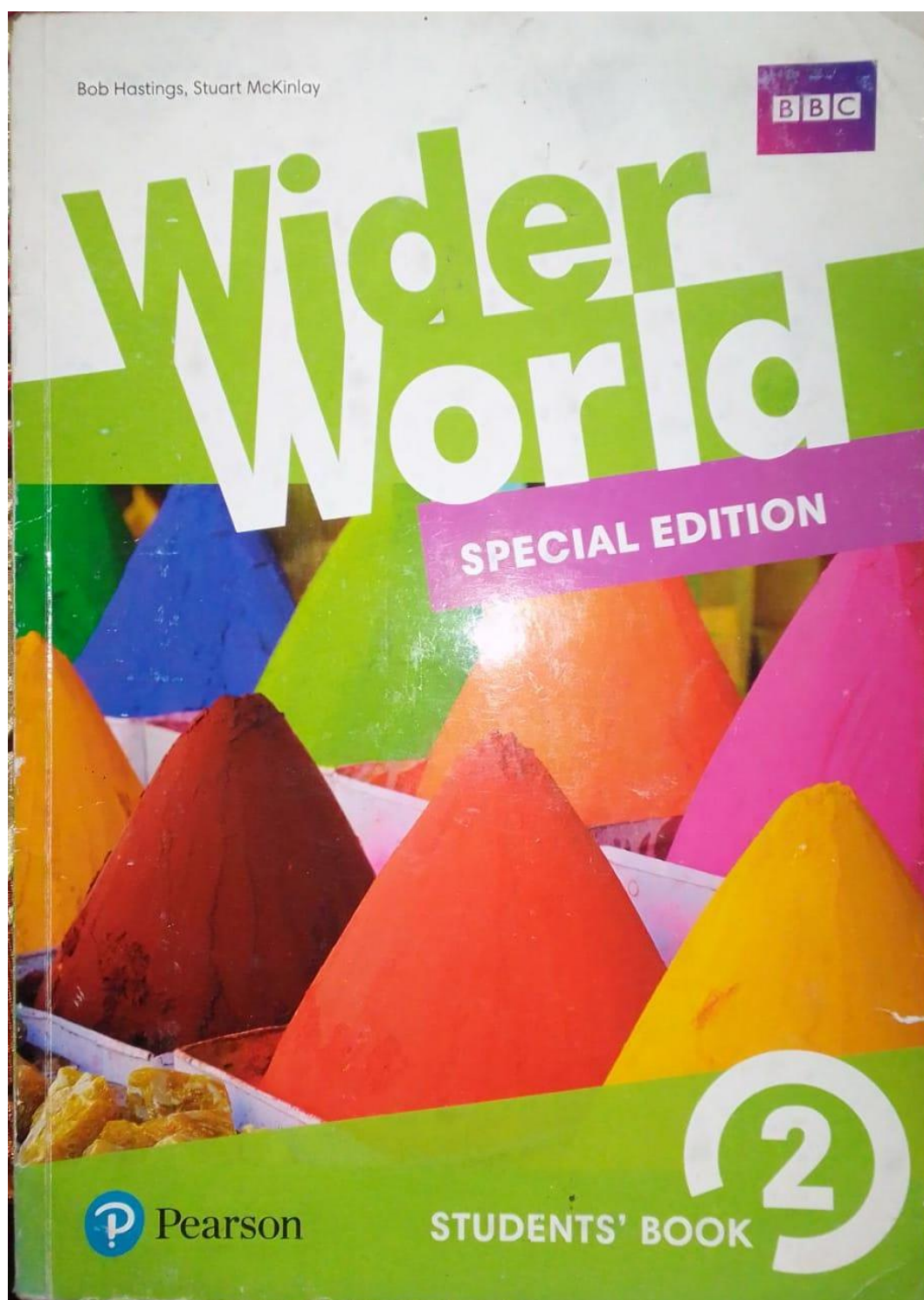


Table of Content of the Textbook

Insan Cendekia	
DAFTAR ISI	
KATA PENGANTAR	1
DAFTAR ISI	2
Chapter 1	3
They are studying	9
Evaluation I	
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My class is cleaner than yours	17
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Chapter 3	21
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MID-TERM TEST PREDICTION	31
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My child was awesome, tell me yours	41
Evaluation IV	
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Don't miss it!	56
Evaluation V	
FINAL TEST PREDICTION	60

Appendix 9. *Textbook for Cambridge International Curriculum Classroom*

Front Cover of the Textbook



Experience English Experience the Wider World

Wider World is the portal to a fascinating world of English language knowledge and skills for the 21st century learner. The combination of authentic and engaging videos from the BBC with Pearson's ELT expertise gives teenage learners everything they need to achieve their goals in the wider world.

AUTHENTIC

Humorous drama, intriguing *BBC Culture* and *Vox Pop* videos provide inspiring content and motivate students to use English as it is really spoken.

INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.

Find more information at
pearsonELT.com/widerworld

COURSE LEVEL	CEFR	GSE	PTE GENERAL	CAMBRIDGE
Wider World 0	<A1/A1	10-25	Level A1	
Wider World 1	A1/A2	22-34		
Wider World 2	A2/A2+	32-42	Level 1	Key for Schools
Wider World 3	A2+/B1	40-50		
Wider World 4	B1/B1+	45-55	Level 2	Preliminary for Schools

STUDENTS' PACKS

OPTION 1: CLASSIC

+

Students' Book Workbook with Extra Online Homework

OPTION 2: BLENDED

+

Students' Book with MyEnglishLab and Extra Online Homework

EXAM PRACTICE BOOKS

- Pearson Test of English General A1
- Pearson Test of English General Level 1
- Pearson Test of English General Level 2
- Cambridge Key for Schools
- Cambridge Preliminary for Schools

COMPONENTS

- Students' Book
- Students' Book with MyEnglishLab and Extra Online Homework
- Students' eText
- Workbook with Extra Online Homework
- Teacher's Book with DVD-ROM
- Teacher's Resource Book
- ActiveTeach
- Class Audio CDs
- Exam Practice Books

ISBN 978-1-292-35970-0

9 781292 359700

Table of Content of the Textbook

CONTENTS				
STARTER UNIT Welcome to Harlow Mill		0.1 INTRODUCING LEE Spelling; family members, possessive adjectives, possessive 's, have got pp. 4-5		0.2 INTRODUCING AMY Months and dates, free time activities; giving opinions; sports p. 6
	VOCABULARY	GRAMMAR	READING and VOCABULARY	GRAMMAR
UNIT 1 Time for culture	Talk about cultural activities, likes and dislikes pp. 10-11	Use the Present Simple to talk about habits and routines • Present Simple: affirmative and negative • Adverbs of frequency p. 12 VOX POPS	Find specific detail in an article and talk about age groups p. 13	Ask and answer questions about habits and routines • Present Simple: questions and answers VIDEO G Harlow Mill p. 14
UNIT 2 Friends and family	Talk about clothes and appearance VOX POPS pp. 22-23	Talk about present activities • Present Continuous VIDEO G Harlow Mill p. 24	Find specific detail in a letter and talk about feelings p. 25 VOX POPS	Talk about what usually happens and is happening around now • Present Simple and Present Continuous p. 26
UNIT 3 Animal magic	Talk about animals VOX POPS pp. 34-35	Use was and were to talk about the past • Past Simple: was/were p. 36 VOX POPS	Find specific detail in an article and talk about behaviour p. 37	Use the Past Simple of regular verbs to talk about the past • Past Simple: regular verbs VIDEO G Harlow Mill p. 38
UNIT 4 New technology	Talk about technology pp. 46-47	Use the Past Simple of irregular verbs to talk about the past • Past Simple: irregular verbs VIDEO G Harlow Mill p. 48 VOX POPS	Find specific detail in a text and talk about using technology p. 49	Make sentences with verbs followed by the to-infinitive or the -ing form • Verb patterns p. 50
UNIT 5 My home, my town	Talk about things in the house pp. 58-59	Describe how people do things • Adverbs of manner p. 60	Find specific detail in a text and talk about describing places p. 61	Talk about permission and obligation • Modal verbs: can, have to and must VIDEO G Harlow Mill p. 62 VOX POPS
UNIT 6 Take care	Talk about the body, injuries and keeping fit pp. 70-71	Talk about quantities of food • Countable and uncountable nouns • Quantifiers VIDEO G Harlow Mill p. 72	Find specific detail in a text and talk about sleeping habits p. 73 VOX POPS	Talk about an event in the past and what was happening around it • Past Continuous and Past Simple p. 74 VOX POPS
UNIT 7 Shopping around	Talk about shops and what they sell VOX POPS pp. 82-83	Compare things • Comparatives and superlatives of adjectives p. 84	Find specific detail in a text and talk about shopping centres p. 85 VOX POPS	Talk about intentions and arrangements • Going to and the Present Continuous • Talking about the future VIDEO G Harlow Mill p. 86
UNIT 8 Learning to work	Talk about people and their jobs pp. 94-95	Use will to talk about future predictions • Will for future predictions p. 96	Find specific detail in a text and talk about jobs p. 97	Use the First Conditional to talk about probability • First Conditional VIDEO G Harlow Mill p. 98 VOX POPS
UNIT 9 Close to nature	Talk about landscapes, natural features and countries VOX POPS pp. 106-107	Use the Present Perfect to talk about experience • Present Perfect - all forms p. 108	Find specific detail in a text and talk about personal adventures p. 109 VOX POPS	Use the Present Perfect to talk about recent events • Present Perfect with already/just/yet VIDEO G Harlow Mill p. 110
IRREGULAR VERBS p. 129 STUDENT ACTIVITIES pp. 130-131 CLIL ART: Street art p. 138 LITERATURE: Animals in literature p. 139				

0.3 AMY'S HOME Possessions; *there is/are* with *some/any*; articles p. 7

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Identify specific detail in a conversation and talk about media habits

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Identify specific detail in a conversation and talk about personality

p. 27

Identify specific detail in a conversation and talk about pets

p. 39

Identify specific detail in a conversation and talk about websites

p. 51 **VOX POP**

Identify specific detail in a conversation and talk about my town

p. 63 **VOX POP**

Identify specific detail in a conversation and talk about illnesses

p. 75

Identify specific detail in a conversation and talk about money

p. 87

Identify specific detail in a conversation and talk about education

p. 99

Identify specific detail in a conversation and talk about outdoor activities

p. 111

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VIDEO Harlow Mill

p. 16

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VIDEO Harlow Mill

p. 28

Make and respond to apologies

VIDEO Harlow Mill

p. 40

Put events in order when talking about the past

VIDEO Harlow Mill

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Ask for, give and receive advice

VIDEO Harlow Mill

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Talk about feeling ill and ask about how someone is feeling

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Talk about probability

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Ask for, give and refuse permission

VIDEO Harlow Mill

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0.4 INTRODUCING KRYSTAL School subjects; *can/can't* for ability; skills and abilities p. 8

WRITING

ENGLISH IN USE

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p. 17

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- Prepositions of time

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- Relative clauses

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p. 65

Use phrasal verbs to talk about health

- Phrasal verbs

p. 77

Write notes and messages to make arrangements

p. 89

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- Adjectives with prepositions

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p. 113

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REVISION p. 9

BBC CULTURE

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VIDEO Young Dancer Competition

pp. 20-21

Are hipsters cool?

VIDEO London Fashion Week

pp. 32-33

Why do parrots talk?

VIDEO Wild at heart

pp. 44-45

Is there wi-fi in the Sahara?

VIDEO The digital revolution

pp. 56-57

Why are there houses on stilts?

VIDEO I want my own room!

pp. 68-69

Is chess a sport?

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pp. 92-93

Will robots do our jobs?

VIDEO The amazing Henn Na Hotel

pp. 104-105

How many fish ...?

VIDEO Can you count fish in the sea?

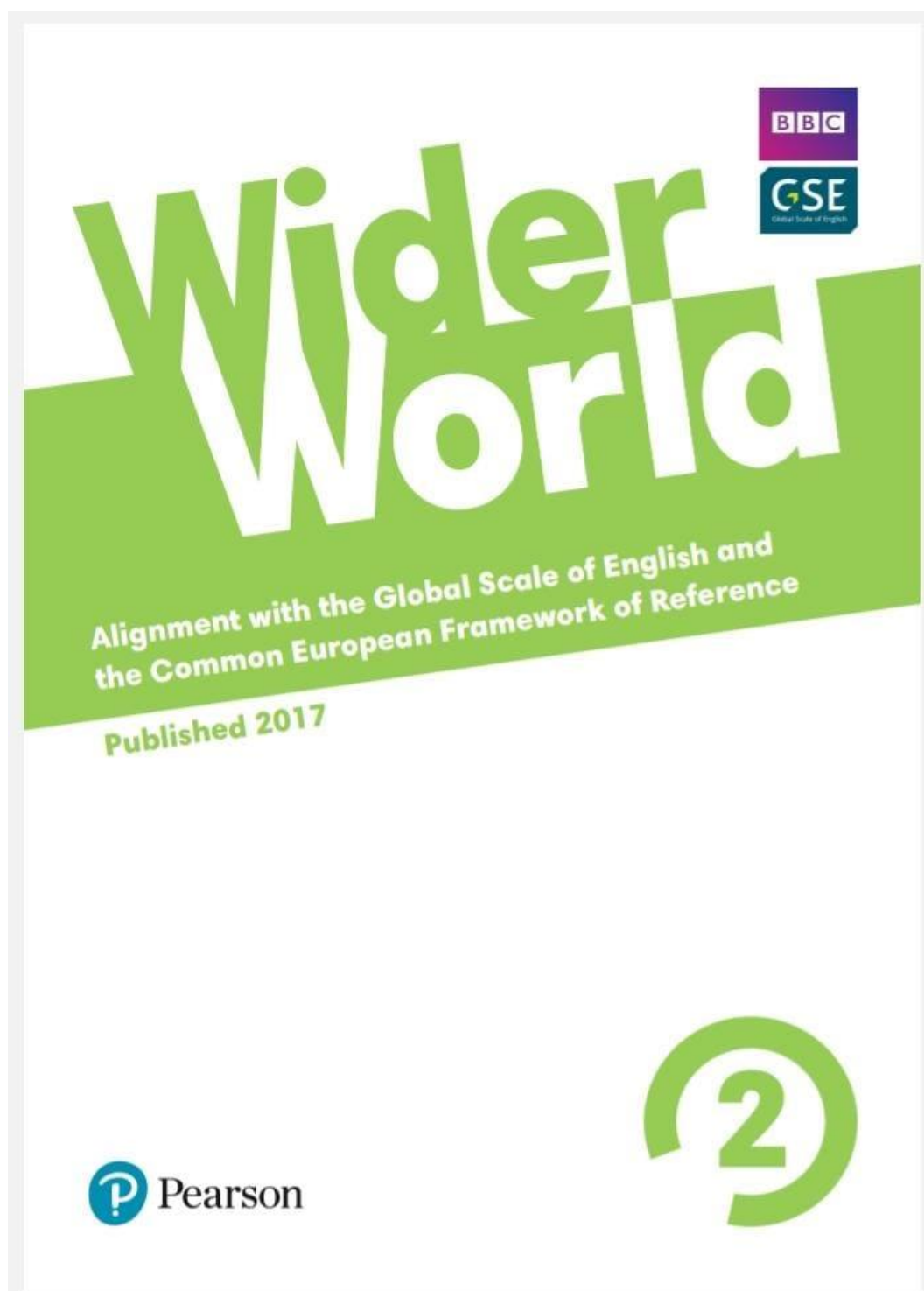
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Appendix 10. GSE Mapping Document for Cambridge International Curriculum

The Front Cover of the Document



Wider World

Wider World is the portal to a fascinating world of English language knowledge and skills for the 21st century learner. The combination of authentic and engaging videos from the BBC with Pearson's ELT expertise gives teenage learners everything they need to achieve their goals in the wider world.

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- Students' Book
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- Workbook with Extra Online Homework
- Teacher's Book with DVD-ROM
- Teacher's Resource Book
- ActiveTeach
- Class Audio CDs
- Exam Practice Books
- Wider World website: www.pearsonELT.com/widerworld

The Example of Intended Competence (Learning Objectives) for English Subject

STARTER UNIT Welcome to Harlow Mill

Wider World 2

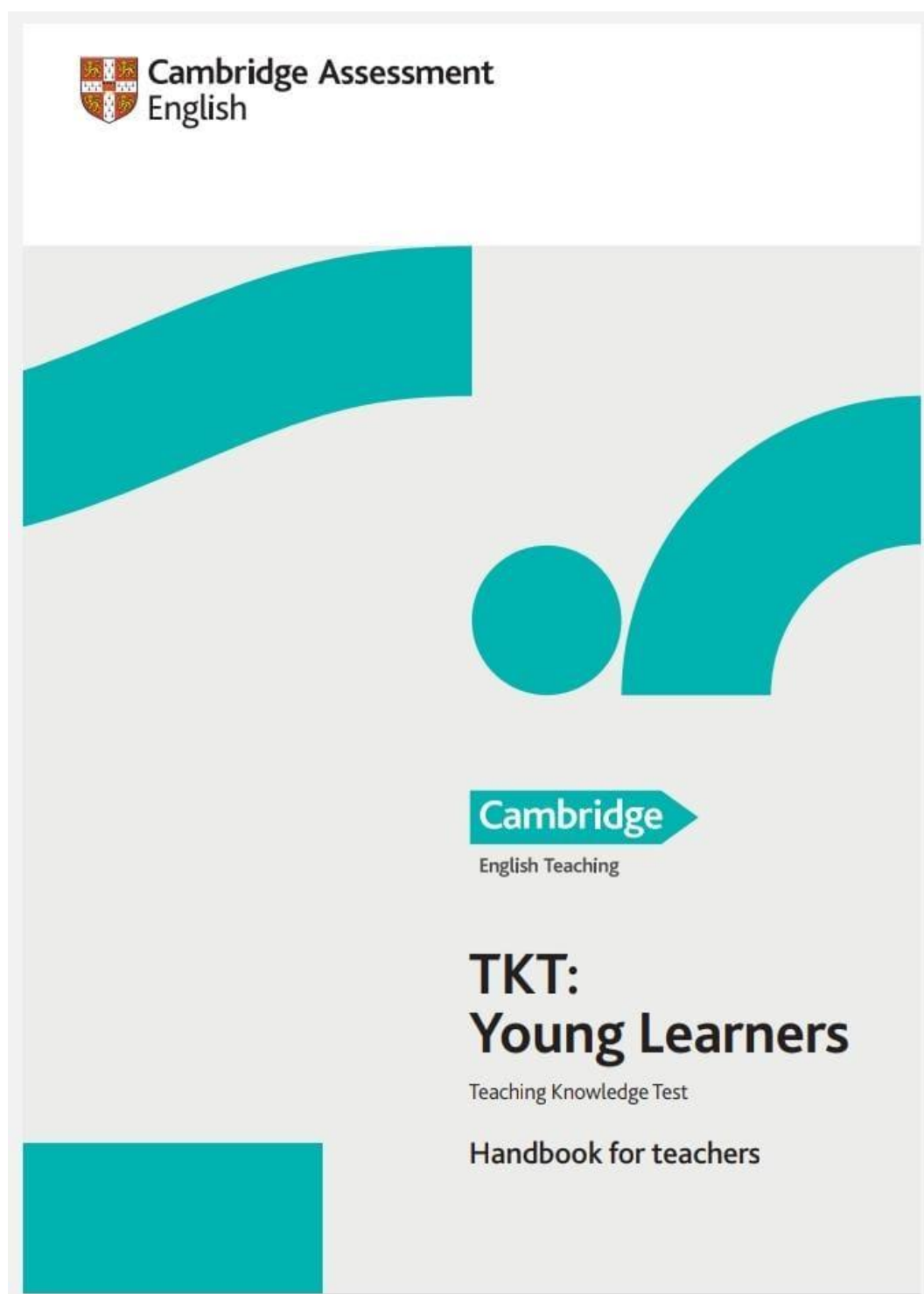
Grammar: Possessive adjectives, possessive 's, have got; there is/are with some/any; articles; can/can't for ability

Vocabulary: Spelling; family members; months and dates; free time activities; giving opinions; sports; possessions; school subjects; skills and abilities

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can identify the context of short, simple dialogues related to familiar everyday situations.	32	A2 (30-35)	6
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	4 - 5
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	6
Reading	Can follow simple stories with basic dialogue and simple narrative.	35	A2 (30-35)	7
Speaking	Can answer simple questions about their family and friends, using basic phrases.	26	A1 (22-29)	4 - 5
Speaking	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)	6
Speaking	Can give dates using standard formats (day and month).	30	A2 (30-35)	6

Appendix 11. *Cambridge Assessment English (TKT: Handbook for Teachers)*

The Front Cover of the Handbook



The Table of Content of the Handbook

Make the most of your handbook

This handbook is intended for tutors and candidates and provides information to help prepare for the TKT: Young Learners (YL) module.

For further information on any Cambridge English teaching qualifications and courses, please go to cambridgeenglish.org/teaching-qualifications

If you need further copies of this handbook, please email marketingsupport@cambridgeenglish.org

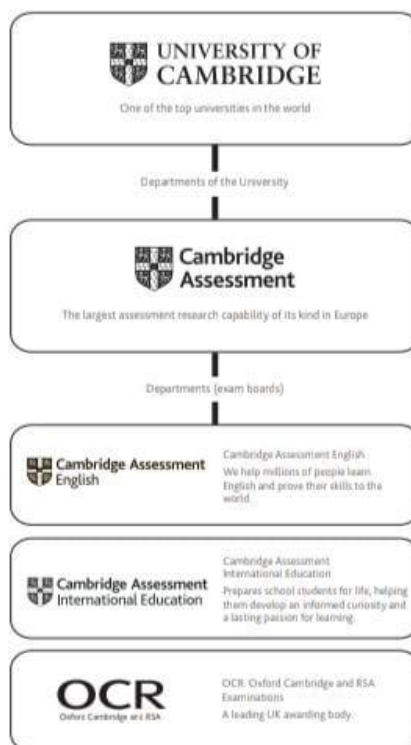
About Cambridge Assessment English	2	Knowledge of young learners and principles of teaching English to young learners	11
Cambridge English teaching qualifications – an overview	3	Planning and preparing young learner lessons	12
Cambridge English Teaching Framework	4	Teaching young learners	12
Teaching English to young learners – an overview	6	Assessing young learner learning through classroom-based assessment	13
Introduction to TKT	7	Preparing for TKT: YL	14
TKT: YL – an overview	7	Sample paper	15
Support for candidates and course providers	8	Answer key	22
TKT: YL administration	8	Sample answer sheet	23
Special Circumstances	9	More Cambridge English teaching qualifications and courses	24
TKT: YL test overview	10		
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About Cambridge Assessment English

We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

We deliver qualifications and tests in over 130 countries to over 5.5 million people every year.



The world's most valuable range of English qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

To find out more about Cambridge English Qualifications and the CEFR, go to cambridgeenglish.org/cefr

Cambridge English teaching qualifications

We provide a comprehensive range of industry-leading teaching qualifications, professional development and resources for teachers, wherever they are in their professional journey.

Clear progression

All our qualifications are mapped to the Cambridge English Teaching Framework which helps teachers identify where they are in their career development, where they want to be, and how to get there.

Proven quality

Our commitment to providing assessment of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English Qualifications. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2015 standard for quality management and are designed around five essential principles.

- **Validity** – are our exams an authentic test of real-life English or teaching knowledge?
- **Reliability** – do our exams behave consistently and fairly?
- **Impact** – does our assessment have a positive effect on teaching and learning?
- **Practicality** – does our assessment meet candidates' needs within available resources?
- **Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from cambridgeenglish.org/principles

Appendix 12. Documentation

The Documentation of Classroom Activities (Observation Based)



Group Discussion Activities



Build Contextual Understanding (Group Practice)



Build Contextual Understanding (Individual Practice)

The Documentation after Conducting In-Depth Interview







Appendix 12. Survey Permit Petition from University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faksimili (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 663/Un.03.1/TL.00.1/03/2023 15 Maret 2023
 Sifat : Penting
 Lampiran : -
 Hal : Izin Survey

Kepada

Yth. Kepala MTs Negeri 1 Malang
 di Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

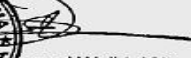
Nama : Istifadah
 NIM : 19180015
 Tahun Akademik : Genap - 2022/2023
 Judul Proposal : **English Teacher Strategies in Teaching Writing Using Integrated Curriculum (Case Study at Bilingual Class Program MTs Negeri 1 Malang)**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
 Wakil Dekan Bidang Akademik



Muhammad Walid, MA
 30823 200003 1 002



Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 13. Research Permit Petition from Ministry of Religion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
Jalan Kolonel Sugiono Nomor 266 Malang 65149
Telpon (0341) 801131, Faksimile (0341) 803403
Email: kabmalang@kemenag.go.id Website: <http://malang.kemenag.go.id>

Nomor : B-2124/ Kk.13.35.02/TL.00/03/2023
Sifat : Biasa
Lampiran : -
Hal : Rekomendasi Izin Penelitian

30 Maret 2023

Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Maulana Malik Ibrahim Malang
Di Kota Malang

Menindaklanjuti surat saudara nomor : 834/Un.03.1/TL.00.1/03/2023 tanggal 30 Maret 2023 tentang Permohonan Izin Penelitian, setelah diteliti persyaratan dan kelengkapan yang diperlukan, maka dengan ini diberikan Izin/Rekomendasi kepada :

Nama Mahasiswa	: Istifadah
NIM	: 19180015
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester	: Genap
Tahun Akademik	: 2022/2023

Untuk melaksanakan penelitian dengan judul "English Teacher Strategies In Teaching Writing Using Integrated Curriculum (Case Study at Bilingual Class Program MTs Negeri 1 Malang)" yang dilaksanakan pada bulan April 2023 s.d. Juni 2023 di MTsN 1 Malang secara offline.

Demikian Surat Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.



Tembusan
Kepala Kantor Kementerian Agama Kabupaten Malang
Kepala MTsN 1 Malang

Appendix 14. Evidence of Thesis Proposal Guidance Consultations

KONSULTASI PROPOSAL SKRIPSI

Nama : Istifadah

NIM : 19180015

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
25 Januari 2023	Setor judul baru	Pahami masalah yang diangkat, dan buat kerangka penelitian yang jelas	
14 Februari 2023	Judul dan rumusan masalah ACC	Segera buat BAB 1	
28 Februari 2023	Setor BAB 1, 2, dan 3	Di lengkapi yang belum sempurna, segera diterjemahkan, dan buat instrumen penelitian	
8 Maret 2023	Setor instrumen penelitian	Indikatornya ditambah yang lebih komprehensif, segera diterjemahkan, dan diselesaikan BAB 3 nya	
30 Maret 2023	Setor proposal lengkap yang sudah diterjemahkan	Gabungkan Rumusan Masalah dan ACC Proposal	

Malang, 03 April 2023

Dosen Pembimbing



Dr. Alam Aji Putera, M.Pd

NIP. 19890421201802011153

Appendix 15. Evidence of Thesis Guidance Consultations

KONSULTASI DAN BIMBINGAN SKRIPSI

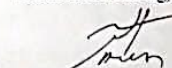
Nama : Istifadah

NIM : 19180015

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
25 Mei 2023	Hasil dari ujian seminar proposal	Selesaikan revisi yang sudah diberikan oleh dosen penguji	
8 Juni 2023	Hasil revisi proposal skripsi dan urutan penulisan hasil penelitian	Segera lanjut kerjakan bab hasil dan diskusi	
20 Juni 2023	BAB Findings dan Discussion	Revisi di beberapa bagian findings	
26 Juni 2023	BAB Findings dan Discussion revisi	Selesaikan Conclusion dan Abstrak	
27 Juni 2023	BAB 1-5	ACC, tapi tetap dilengkapi appendix yang kurang	

Malang, Juni 2023

Dosen Pembimbing,



Dr. Alam Aji Putera, M.Pd.

NIP. 19890421201802011153

Appendix 16. Letter of Research Completion

	KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG MADRASAH TSANAWIYAH NEGERI 1 Jalan Basuki Rahmat 194 Sepanjang Gondanglegi Malang Telepon (0341) 879381 Malang, Faximile (0341) 879381 http://www.mtsn1kabmalang.sch.id , E-mail : mtsn1kabmalang@gmail.com										
SURAT KETERANGAN Nomor: B-493/Mts.13.35.01/TL.00/04/2023											
Yang bertanda tangan di bawah ini : <table border="0"><tr><td>Nama</td><td>: Drs. H. Nasrulloh, M.Pd.I</td></tr><tr><td>NIP.</td><td>: 196806181998031004</td></tr><tr><td>Pangkat/ Golongan</td><td>: Pembina (IV/a)</td></tr><tr><td>Jabatan</td><td>: Kepala MTs Negeri 1 Malang</td></tr><tr><td>Alamat</td><td>: Jalan Basuki Rahmat 194 Sepanjang Gondanglegi Telp. (0341) 879381 Malang</td></tr></table>		Nama	: Drs. H. Nasrulloh, M.Pd.I	NIP.	: 196806181998031004	Pangkat/ Golongan	: Pembina (IV/a)	Jabatan	: Kepala MTs Negeri 1 Malang	Alamat	: Jalan Basuki Rahmat 194 Sepanjang Gondanglegi Telp. (0341) 879381 Malang
Nama	: Drs. H. Nasrulloh, M.Pd.I										
NIP.	: 196806181998031004										
Pangkat/ Golongan	: Pembina (IV/a)										
Jabatan	: Kepala MTs Negeri 1 Malang										
Alamat	: Jalan Basuki Rahmat 194 Sepanjang Gondanglegi Telp. (0341) 879381 Malang										
Menerangkan bahwa: <table border="0"><tr><td>Nama</td><td>: Istifadah</td></tr><tr><td>NIM</td><td>: 19180015</td></tr><tr><td>Jurusan</td><td>: Tadris Bahasa Inggris (TBI)</td></tr></table>		Nama	: Istifadah	NIM	: 19180015	Jurusan	: Tadris Bahasa Inggris (TBI)				
Nama	: Istifadah										
NIM	: 19180015										
Jurusan	: Tadris Bahasa Inggris (TBI)										
Yang bersangkutan benar telah melaksanakan penelitian di MTs Negeri 1 Malang dengan judul "English Teacher Strategies in Teaching Writing Using Integrated Curriculum (Case Study at Bilingual Class Program MTsN 1 Malang)". Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.											
Malang, 17 April 2023 Kepala  Nasrulloh											

AUTHOR BIOGRAPHY



Name : Istifadah
ID Number : 19180015
Date and Place of Birth : Malang, 4th of August 2001
Gender : Female
Religion : Islam
Study Program : English Education
Faculty : Faculty of Education and Teacher Training
University : Maulana Malik Ibrahim State Islamic University of Malang
Address : Kawi Street, RT. 24 RW. 07, Jeru Village, Turen-Malang, 65175
Contact : 085854382842
E-mail : istifadah.481@gmail.com

Educational Background :

1. 2007 – 2013 MI Al-Ihsan Jeru
2. 2013 – 2016 MTs Al-Ihsan Jeru
3. 2016 – 2019 MA Khairuddin Gondanglegi
4. 2019 – 2023 UIN Maulana Malik Ibrahim Malang

Writing Experience in University :

1. Digitalisasi Organisasi di Masa Pandemi: Studi Kasus di PKPT IPNU-IPPNU UIN Malang Perspektif Teori Humanisme (*Jurnal LoroNG: Media Pengkajian Sosial dan Budaya* (10)(2), 2021).
2. Learning Outcomes of Listening Comprehension Skills through Audio Visual and Interactive Audio (*Journal of English Language Teaching and Learning (JETLe)* (3)(2), 2022).
3. Anthocyanin Activity of Red Dragon Fruit (*Hylocereus Dragon polyrhizus*) Peel as Immunostimulan in the Covid-19 Pandemic Era (*Jurnal Kesehatan Metro Sai Wawai* (15)(1), 2022).
4. Patriarchal Hegemony in the Novel “Women at Point Zero” by Nawal El Saadawi: A Feminism Study and Its Correlation with Islam (*Journal of English Language Teaching and Linguistics (JELTL)* (7)(2), 2022).
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Google Scholar Profile :

Istifadah Istifadah

(<https://scholar.google.com/citations?user=ioW7t2cAAAAJ&hl=id&oi=ao>)

Malang, June 16th 2023
The Researcher,

Istifadah
NIM. 19180015