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The Implementation of International Baccalaureate (IB) Curriculum in Writing at Grade Eleven of SMA Singapore School Medan

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ABSTRACT

The text emphasizes the significance of enhancing writing skills among EFL (English as a Foreign Language) students through active learning and meaningful engagement, advocating for a student-centered approach that fosters idea development through discussion and writing. It highlights the challenges faced by Grade 11 EFL students at Singapore School Medan, particularly regarding grammar mastery and practice opportunities, revealing that while 62% of students exhibit good writing skills, a notable portion struggles due to limited engagement and reluctance to communicate in English. The study suggests utilizing news media and guided practice to boost motivation and creativity, ultimately calling for more effective teaching strategies to improve writing outcomes. The sample of this study is 15 students. The researchers used purposive sampling to achieve the aim of the study. To collect used the Semi-structured interview is a form of Interview. The finding of this research showed that in the pre-test, the students got a mean score of 43,75 in cycle 1, the mean score is 48,6. In cycle 2, the mean score is 60,5 or categorized as moderate. In the post-test, the mean score is 75,8 categorized as good. Topic writing skills in EFL students by providing one learning topic makes students active in constructing meaning, text, dialogue, and experience, in expressing their ideas clearly at SMA Singapore School Medan

1. Introduction

Writing skills and understanding of grammar are still very low for many people in Indonesia. This is due to several factors, including the absence of a culture of mastery of grammar since childhood and environmental factors that do not support it. The ease of capturing ideas is more commonly found in English-language writings, such as novels and short stories. Thus, the source of mastery is more favored than the source of understanding, as in textbooks. English writing skills and mastery of proper and correct English grammar will certainly greatly help students improve their English writing skills, which, of course, have their own level of difficulty.

Mastery of grammar needs to be understood and mastered so that writing skills supported by mastery of good and proper grammar patterns can provide positive results for students. In Indonesia, only international schools have an International Baccalaureate curriculum abbreviated as IB. Usually, students who want to prepare for college abroad will choose to study at international schools, especially in high school to pursue the desired qualifications of their destination university abroad. The IB-based high school qualification is called DP or Diploma Programme which is studied in Grade 11 and Grade 12 of high school. The IB curriculum provides a strong foundation in understanding the concepts of each subject, and also emphasizes adaptation to globalization, namely understanding and respecting each different culture.

In the IB Program, students are required to think critically and trained to learn independently. In mastering English skills, writing is one of the skills that students learn in this process. A very important activity that can be used to express ideas is writing. It is used to measure language competence and is also a major concern in English Language Teaching. According to Tarigan (2021), ”writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties. "Writing includes the ability to express students' opinions or be taught clearly and effectively in written form. One aspect in the scope of English subjects is writing skills, students are required not only to be able, but a level above that students are expected to be skilled in writing.

Based on an initial survey conducted from March to April 2024 in three locations, namely SMA Budi Murni Medan, SMA Pencawan and SMA Telkom Sandy Putra using questionnaires as a research medium. The survey was conducted with respondents as many as 98 students, while the subject observed by researchers is about the writing skills of EFL students in English learning. The results obtained are: 62% of EFL students have good writing skills in learning English and 38% of EFL students do not have good writing skills in learning English. Based on the preliminary study in May 2024, it generally gives the impression that a situation has not been created that can encourage students to be able to explore students ' writing skills widely.

One of the indicators that can be seen is the reluctance of EFL students to speak English when the teacher gives assignments for group discussions on certain topics, where students generally speak Indonesian, even Javanese. This behavior changes slightly when the teacher comes to the students at the place where the discussion group is. Some students tried to speak in English, but as soon as the teacher switched to another group, the students again spoke in Indonesian.

Based on these findings, students have not been able to develop learning strategies that encourage students to achieve optimal learning success. Another indicator that is observed is that most students speak English only when they are working on exercises given by the teacher, such as answering reading questions or when practicing a dialogue, in front of the class a Formulation Of The Problem The formulation of the problem in this study is: how the writing skills of EFL students using the International Baccalaureate (IB) curriculum in Class XI students of Singapore School Medan

2. Method

This study uses a qualitative descriptive method. According to Silverman (2021), qualitative research is conducted to investigate and understand the meaning of people or groups related to social or human issues. Qualitative research is defined as research that produces descriptive data in the form of written and oral words from individuals who are the topic or object of observation. The subject of this study was "SMA Singapore International School," which provided English lessons using one topic that was the source of data for this study. The participants in this study were eleventh-grade students of SMA Singapore International School Medan in the 2022/2023 academic year. The first step is to prepare participants according to the selection criteria. Participants were selected based on the following criteria: 1) participants must be familiar with one topic and have used it 5 to 10 times; 2) Participants must be studying or have attended an English lesson at the time of the study. Researchers use the sample aims to select the features of the participants needed by researchers to achieve research objectives.

A purposeful sample or assessment sample refers to the deliberate selection of participants based on certain characteristics (Etikan, 2021). The participants of this study were 15 students. These students are selected based on the teacher's policy and decision after being briefed to meet with the researcher about the research to be conducted. These students are suggested to be the participants of this study because it is assumed that they are active during the teaching and learning process that has been going on so far. Thus, it is expected that students can answer interview questions actively so that answers are obtained by this study. A semi-structured interview is a form of Interview used to collect information in this study. The structured interview strategy is used because the researcher has established exactly what information will be collected during the interview (Tarmiji., 2022). According to Ruslin et al. (2022), semi-structured interviews are more robust than structured interviews because they allow researchers to obtain detailed information from informants which is

critical in qualitative research. If there is a possibility of change, the semi-structured interview can allow the researcher to modify it with their research questions while still maintaining its direction since the main subject to be raised is predetermined (Miles, 2023). A systematic approach to collecting data to support the researcher in concluding is called the data analysis technique. According to Bogdan in Sugiyono (2021), data analysis involves the meticulous process of examining and collecting data obtained from interviews, field notes, and other relevant sources, to effectively convey findings to others. Inductive qualitative data analysis is an analysis based on the data obtained. According to Miles & Huberman (2023), this analysis consists of three activity streams that go hand in hand: data reduction, data presentation, and inference/verification.

3. Result/s and Discussion

Students in writing on one topic is still lacking, it is necessary to find a solution to the problem. The problems faced by students can be overcome by the use of news media with the application of guided practice methods. The application of the guided practice method makes students receive more and more intensive portions of guidance. The application of news media with guided training methods is expected to increase student success, foster learning motivation, increase creative power to make lesson content not easily forgotten and make learning activities more smoothly. One way that researchers see as effective for improving writing skills on a topic is to utilize the news media with guided practice methods.

After analyzing the data, the researcher figure out the implementation of IB in writing, as shown in the following table.

Table 1. The Result

	Pre-test	Post-test
Cycle I	43,75	48,60
Cycle II	60,50	75,8

The table above indicates that there is an improvement in writing by implementing IB curriculum. Even the maximum score is 75,80, this way can be made as an alternative solution for English teachers to improve their ability in writing.

Both of these things are mutually complementary, supporting, and complementing because the media is a means used to facilitate students in determining ideas and ideas in writing on one topic, while the method is a way used by students in receiving material and writing on one topic. One way that researchers see as effective for improving writing skills on a topic is to utilize the news media with guided practice methods. Both of these things are mutually complementary, supporting, and complementing because the media is a means used to facilitate. In this study, the news that is used as a medium to improve writing skills on one topic students is news about Generation Z (Gen-z) in the era of Industry 4.0 entitled “Information Technology-Based Education”. The news was chosen with the aim that students can take lessons from the news they witnessed about the negative things that they should not approach. With this medium, students become enthusiastic in writing on one topic. The resulting writing in the form of short stories is categorized as narrative writing. This study not only uses the news media as a medium for learning to write on one topic but also uses the method of guided practice. The guided exercise method is used so that students more intensively obtain guidance in writing on one topic and know gradually in writing on one topic. During this time, students received less guidance when writing on one topic so the writing produced by students is not optimal.

Conclusion

Topic writing skills in EFL students by providing one learning topic makes students active in constructing meaning, text, dialogue, and experience, in expressing their ideas clearly. Students can clarify their ideas which is contrasted with the ideas of others or friends through discussion. Students can develop new ideas and express them through writing. Process learning is no longer teacher-centered but student-centered. Students are expected to read more to enrich vocabulary or vocabulary so that writing EFL student topics in this way feels easier and the ability to write EFL student topics may increase. Teachers are expected to use interesting ways and fun in EFL learning. How to decipher the self-name can be used as an alternative in English learning EFL students.

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