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The Investigation of Students' Writing Skills in Learning English as a Second Language in Indonesia

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Abstract: Implementing an English curriculum, especially one from outside Indonesia, is risky. Some schools produce positive outcomes, while others produce the opposite. This study aims to evaluate the difficulties of learning English from writing abilities using the Cambridge Curriculum in Indonesia. This study employed a qualitative approach that included interviews with students, school administrators, English instructors, and curriculum coordinators (n = 7) and documentation and observation, which served as data validation instruments. The results of the study indicate that, of the four language skills: reading, writing, speaking, and listening, the scores for reading and writing skills were not as predicted. The maximum score for Cambridge English was 6, and of the two skills measured, notably writing, the score was 3. This conclusion highlights the need to prepare English teacher credentials per Cambridge standards. This research has consequences for the design of learning English, which can help students improve their writing skills to meet Cambridge's maximum grade criteria.

Keywords: *English curriculum, English writing problem, English teacher credentials.*

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Introduction

Various approaches to education can meet the legal needs and development of society. Each approach raises pros and cons, especially if it is directly related to the curriculum structure of an educational institution, because education is one of the main catalysts for economic and human resource development. There are at least three approaches to an educational institution's curriculum: humanistic, sustainable development, and cultural.

The humanistic approach to the school curriculum is a collaborative process including students, instructors, resources, and the environment (Y.-U. H. Chen, 2007), expressing beliefs about the cultural, social, and political values and organizations that will evolve in a country. Typically, implementation is embedded within curriculum content or "hidden curriculum." This curriculum covers the meaning of invisible dynamics and interpersonal interactions in organizational behavior that substantially impact the culture or climate of an organization (Nieto & Bode, 2007). The curriculum intends to sow the seeds of human development and sustained economic growth (Ofosuhene, 2022).

The cultural approach is a curriculum that forms a content framework, especially in language context and art academic, and has an inseparable relationship because language, art, and culture are three mutually meaningful sides. Many cultures have unspoken rules about eye contact, closeness, body language, and greeting people. A few others are high-context, in which nonverbal cues are far more essential than spoken words. In contrast, in low-context cultures, words are more important than nonverbal cues, which frequently reveal the true meaning of a conversation (Myles et al., 2004). In this case, the curriculum can even be broadly conceptualized as a manifestation of the main culture, elaborating on curriculum-culture relations through a cultural lens (Joseph, 2000). In this regard, the curriculum is a content object and a series of dynamics intertwined with models of real-life manifestations. Curriculum as culture encourages us to pay attention to ideology, value systems, behavior, identity, artistic expression, the environment in which education occurs, power relations, and, most importantly, the norms that influence our understanding of what is right or worthwhile to do (Joseph, 2000).

Regarding these three approaches, the humanistic, the sustainable development, and the cultural approach., such as whether our government has agreed with schools to manage the education curriculum in this country so that it is truly

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able to realize the image of a nation that has made progress in various sectors of life. Consequently, this initiative is not a simple matter that requires clear arrangements. The government must decide which of the three approaches to take or alternatives can be taken. In this case, it has not been seen in implementing the school curriculum in Indonesia.

Because the curriculum is a major priority and part of the education program, it must be strategically positioned and implemented into a directed program to achieve the government's educational goals. The primary objective of curriculum development is to enhance education quality, not simply generate instructional materials. In some instances, curriculum reform is required to raise student engagement in a topic and their comprehension of complicated problems, concepts, or ideas, as well as to improve the classroom learning process and increase student capacity (Moss et al., 2019; Tadesse & Melese, 2016)

The curriculum must always be updated in line with changes to remain relevant (Diocolano & Nafiah, 2019; Fitria et al., 2021; Tican & Deniz, 2019), together with the Indonesian Education Institute (LPI), it enables schools to adopt international curricula, including the Cambridge Curriculum (Hidayat et al., 2019). The Cambridge Curriculum uses English as a medium of instruction and the interaction of the learning process. Many countries use English as their official language, but its use in learning is very influential on the cultural dimensions in which the language is used because today, English is the primary language of communication throughout the world (Getie, 2020)

Based on the findings of previous research (Diocolano & Nafiah, 2019), the Cambridge curriculum's execution at Mutiara Anak Sholeh Creative Primary School is said to be feasible and a role model for schools implementing an international curriculum. Likewise, the research finding (Fitria et al., 2021), which was conducted in the same school and showed positive results, the curriculum could be carried out properly and smoothly and obtain good results, and Sinaga et al. (2021) got similar results from their study on how the Cambridge curriculum was run at SMPS Golden Christian School Palangka Raya. It shows that implementing the Cambridge curriculum at that school improved the quality of education at SMPS GCS Palangka Raya. Will the successful implementation of the Cambridge curriculum in several schools guarantee the same thing at the next school? It turns out that these successes do not guarantee success in several other places.

Empirically, this condition occurs at the Royal Wells Primary School in Bekasi; this school adopts the Cambridge Curriculum with the core subjects of mathematics, science, and English as a second language. These three subjects are delivered in English. Research at Royal Wells Primary School Bekasi obtained the opposite result: the school was unsuccessful. In other words, implementing the Cambridge curriculum in this place has not obtained optimal results, as seen from the results of the Cambridge Primary Checkpoint, which are still low, especially for the English subject. This condition certainly requires critical thinking to see on which side the goal has not been achieved. Evaluating teacher competence and the teaching and learning interactions must be disclosed due to the teacher's direct involvement in learning communication with students.

Competent teachers must possess various qualities, including warmth, dependability, knowledge, creativity, support, and (Ates & Kadioglu, 2018; Celik, 2011; Sanal & Ozen, 2018). In addition, they must also master both content and pedagogical knowledge. Thus, teachers are smart, academically prepared, and socially mature as they interact with students, parents, and other school stakeholders. Furthermore, they must consider the characteristics and conditions of students to recognize and control the classroom environment. According to Tican and Deniz (2019), pre-service teachers must be prepared to use 21st-century learner skills (such as cognitive skills, autonomy skills, collaboration flexibility skills, and innovative skills) as well as teacher skills (i.e., administrative skills, techno-pedagogical skills, affirmative skills, flexible teaching skills, and generative skills).

It is important to explore this phenomenon so that the causal factors can be identified. Furthermore, regarding student learning attitudes, in applying any curriculum, it is necessary to consider certain specific factors. Riyanti (2019) states a significant correlation exists between student attitudes, motivation, enthusiasm, commitment, persistence, and curriculum success. Failure may result if all five are not owned, or only a small part of the five main determinations is owned.

It is also very important to instill a positive attitude among students. The better the student's attitude towards the subject, the higher the student's motivation. The research discovered that instrumental reasons, including attitude aspects, are the primary source of students' attitudes toward learning English. Involvement in the learning process can improve students' attitudes through effective language teaching methods that encourage them to be more optimistic about the topics they are studying. According to Tanveer (2007), the following factors cause students' anxiety in learning a language for ESL/EFL students learning speaking skills and their impact on communication in that language. It was found that language learning difficulties, differences in the language cultures of students and the target language, and differences in the social status of speakers are factors that influence students' weaknesses in learning languages. Students would rather use Arabic than English to talk to each other outside and inside of class because they don't get enough exposure to the target language spoken by native speakers and aren't very good at it. Teaching context and their lack of personal motivation (Jdetawy, 2011).

According to Souriyavongsa et al. (2013) their research results show several barriers to learning English in their country of Laos. Among the causes are: first, teachers were not properly trained based on most students' perspectives; for example, the teachers still dominantly used Lao when teaching. Second, students do not have a basic English background. Third, students lack the confidence to use English because they fear mistakes and embarrassment. Fourth, inappropriate curriculum to help students improve their English proficiency. Lastly, many students are not adequately motivated, encouraged, or encouraged to develop English learning strategies. Moreover, in daily activity, students do not practice their English speaking skills with a native or native speaker, inadequate classroom environment and situation make the teaching-learning process not conducive, and students hardly learn English properly.

In line with the results of research by Zulkefly and Razali (2019) from Malaysia, his research investigated the individual elements or factors that influence the attitudes of rural high school students in Malaysia toward learning English. It was discovered that the two most important factors influencing students' attitudes toward learning English are: 1) the lessons did not meet the student's level of proficiency or interest, and 2) students' reactions to learning English included negative and positive experiences.

Not all successful implementations of the Cambridge curriculum can inspire schools in the same country or even different countries to obtain maximum results. It is highly associated with student characteristics such as attitude, motivation, enthusiasm, commitment, and persistence in learning activities. Furthermore, it can be seen that the most accessible stage of curriculum implementation to students, namely the teaching and learning process, especially regarding the student's language competency, significantly influenced the language curriculum's implementation. Most students had problems understanding language learning, especially in language skills contexts such as listening, speaking, reading, and writing. As is found more often in students' writing skills, students are often confused about using words or prose, internalizing the grammatical system, sentence structure, expressions, and cultural knowledge due to low proficiency (Castro & Lombrio, 2020; Shang, 2022). Therefore, this study aims to evaluate the difficulties of learning English from writing abilities using the Cambridge Curriculum that influence the implementation of the Cambridge Curriculum at Royal Wells Primary School, which has not obtained the maximum results and it's an effect on students' writing skills in English.

Literature Review

English as a Second or a Foreign Language (EFL) in Indonesia

Language is an important aspect of one's life; mastering it allows one to interact with the people around. Language acquisition has two parts: the first and the second or foreign languages. The first language is often interpreted as a mother tongue or the official language of a country. The second language is obtained after the first language the people have and or the language that the people learned. In Indonesia, the second language is usually English (Fauzi & Basikin, 2020). Today, English is considered a global language. Although English is a foreign language, its use on a global scale has a significant impact. English is used in a spoken context, and reading is understood in most countries (Getie, 2020; Iman, 2020; Riyanti, 2019; Shobikah, 2020). According to Graddol (2006) three types of English speakers are defined: those who use English as their mother tongue or first language categorized in an inner circle. Second, the speakers who use English as a second or additional language are categorized as the outer circle (the users are about 375 million speakers), and lastly, the speakers who use English as their foreign language are categorized as the expanding circle (the users are about 750 million speakers).

Indonesia views English as a foreign language (Fauzi & Basikin, 2020). As a language, English has characteristics that merit further investigation, particularly when studied by Indonesian students (Sukandi & Syafar, 2018). English is taught as a compulsory subject in Indonesia and is studied by Indonesian students from 12 to the university level (Iman, 2020). However, English is taught in some schools, particularly private schools, beginning in elementary school. Using English to teach other subjects in the curriculum has many benefits, but it also has drawbacks from various parties. It can only be used broadly when English is taught in international or bilingual schools. It is peculiar to encounter a situation where the teacher uses English exclusively during the teaching and learning process unless the class is managed worldwide. Such classes are, in fact, only available in a few locations.

As a second language, using English in school learning faces several obstacles, including lacking English teachers and student learning motivation (Souriyavongsa et al., 2013). Musa et al. (2012) presented the factors that impact EFL learners to have poor performance in English language learning as followings:

- English is regarded as a difficult subject to learn.
- Learners' learning depends on the English teachers as authorities.
- There is a lack of support to use English in the home environment and the community.
- Learners have insufficient or lack exposure to the language as there is a limited opportunity to use English outside the classrooms
- Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.

- Learners are unwilling and lack the motivation to learn English as they do not see the immediate need to use the language.
- Lack of motivation for learning or a negative attitude towards the target language.

English Competence

Competence is a useful ability that includes students' skills, knowledge, attitudes, and behaviors acquired while performing real-world tasks or activities in social networks (Shobikah, 2020). Students must acquire and practice four English skills to increase language satisfaction. They are listening, speaking, reading, and writing (Irmawati et al., 2021; Nufus, 2018; Nur & Sofi, 2019; Shobikah, 2020). Because they are used as a means of communication, these four skills are remarkably important for the language teaching process, especially in a second or a foreign language teaching.

Listening Skills

Listening is the first and most fundamental skill that students develop when learning a language. Listening also provides students with a wealth of information that is the foundation for other language skills, such as speaking, reading, and writing. Listening is an active skill in the listener's brain when the listener guesses, predicts, proves, criticizes, and interprets what they hear (Shobikah, 2020). Richards (2008) explains that the two approaches to listening are listening for understanding and listening as acquisition. Listening for understanding is a common way of considering the nature of listening. In this perspective, listening and understanding are synonymous. It means that it is critical to facilitate students' oral exercises when learning a second language. Meanwhile, listening as an acquisition is regarded as a component of language development. It also concludes that students can improve their ability to produce spoken language by using the language items.

Reading Skills

Reading is an important skill to develop when learning a language. This skill helps students understand the information available from various layers of society where students live or the text information they receive. The more students read, the easier it is for students to recognize the various ways the author provides information to readers. In this context, mastering good reading skills begins with what students learn in basic reading, which leads to an overall self-image of literacy success. One of the most important areas of linguistic strategy research is using reading strategies among EFL learners. Students who actively use their reading comprehension strategies understand and remember more of what they read and achieve higher levels of language proficiency (Habók & Magyar, 2019).

Reading in an EFL context requires EFL students to engage in various reading activities in English. This activity elevates the literacy level, not only in the cognitive components that influence reading development among EFL students but also in the psychological and environmental or ecological components, which are also important in developing reading skills. Providing sufficient reading material for EFL students is as important as providing relevant factual instruction in reading classes.

Writing Skill in an EFL Context

Writing has become a challenging skill for EFL students as they have to translate their thoughts into words. Due to their lack of proficiency, students frequently struggle with word usage, grammatical accuracy, sentence structure, alternative expressions, and cultural knowledge when writing (Castro & Lombrio, 2020; Shang, 2022). Learning to write in an EFL context necessitates a deeper understanding of linguistic modalities such as grammar and syntax. Understanding syntax and grammar in the context of an EFL class is possible for EFL students who understand these two subjects separately. In other words, syntax and grammar must be learned before writing; however, the format may be geared toward simple forms.

Writing is the framework of our communication. It is very flexible and can provide information, opinions, questions, or poetic expressions of feelings or emotions. Students must develop this writing competency to articulate themselves through the written word, which can provide opportunities to share their knowledge meaningfully and productively. Developing students' written skills will enable them to learn to structure ideas, organize their thoughts and arguments, support key points raised, and share information (Castro & Lombrio, 2020).

Speaking Skill

Speaking plays an important role in conveying messages that differ from what is written. Voice potential, facial language, signs, pitch, articulation, stress, rhythm, and stop time are all indicators of this. It may be difficult for beginners, particularly EFL students, to speak English (Wahyuningsih & Afandi, 2020). Language anxiety is an important factor to consider and account for when it comes to speaking ability. Language anxiety is a type of anxiety that is particularly associated with learning a foreign language (Tsai, 2018).

Furthermore, anxiety is a negative emotion with both state and trait components (Diehl et al., 2019). Thus, this correlates with students' reluctance to speak English. It occurs when they have not mastered a foreign language completely. Furthermore, this reluctance will diminish students' interest in speaking English, and they will not progress in English (Ofiaz, 2019; Riasati, 2018).

Methodology

Research Design

This study employed a qualitative approach and was designed using the case study research method. A qualitative approach investigates the viability of specific situations, relationships, or activities (Fraenkel & Wallen, 2009). A qualitative approach is used to understand the research topic better. In contrast, the case study method directs the development of an in-depth analysis of one or more cases through interviews, documents, and observation. Various data sources are used to collect information and data according to real-life situations through in-depth questions of "why" and "how" (Yin, 2017).

Sample and Data Collection

Semi-structured interviews were conducted with school principals, Cambridge curriculum implementing coordinators, and English teachers, one of each. In addition, as many as three students were asked for information and used as research data sources. Everyone interviewed was asked to explain the difficulties students experienced while learning English. All interviews were recorded and transcribed word by word. As a result, a descriptive analysis or interpretation is generated. As customary in qualitative research, interview transcripts were read and annotated with specific descriptive comments and phrases.

Analyzing of Data

The data obtained from the interviews, documents, and observations were transcribed into the research results for further analysis using triangulation techniques. Triangulation was carried out on two things, namely, data collection triangulation and data source triangulation, both of which were conducted to assess the data validity and its significance to focus and formulate the problems that had been proposed previously. Data collection techniques were triangulated by reexamining research results from class observations, semi-structured interviews, and documents. Meanwhile, source triangulation was carried out through checks and rechecks from field notes based on research informants: the school principal, the coordinator of implementing the Cambridge curriculum, English teachers, and three students.

Findings

From the results of observations of class visits conducted three times during English learning, students and teachers experienced difficulties in learning interactions, especially in writing skills. Royal Wells Primary School has used the Cambridge curriculum since 2013 for math, science, and English subjects. Students take the Cambridge Primary Check Point exam in grade 6. And starting in 2017, students take the primary checkpoint. Out of the three subjects, English obtained unsatisfactory results, even tending to be low. The following are the results of the English Primary Check Point exam. Based on the document review, the results of Cambridge Primary English as a Second Language were obtained in the last four years, as shown in the table below:

Table 1. Result of Cambridge Primary English as a Second Language

No	Number of Students	Date	English (Average Value)	Reading	Writing	Usage
2021			Postpone (Covid-19)			
2020	28	October 2020	2.6	2.9	2.2	
2019	32	May 2019	2.4	2.4	2.3	
2018	24	May 2018	2.3	2.7	2	
2017	15	May 2017	1.2	2.2	0.8	0.8

The data above shows the average achievement of students' English scores from 2017 to 2020, seen in two competencies: reading and writing, which have not reached the maximum score, where the maximum (highest) score set by the Cambridge curriculum is 6. The lower condition for writing ability is that, on average, no student gets close to a value of 3.

The result of the English primary checkpoint demonstrates that students have issues with their writing abilities. Furthermore, an interview with students results in the average difficulties encountered when writing in English: first, students have a limited vocabulary, so it isn't easy to develop their writing. This can be seen from the following interview results in the present research, and some Royal Wells Primary School students also detected a lack of vocabulary. A grade VI student, Abi, has reported this:

"I have a limited vocabulary when writing and constructing English sentences. I don't know the proper diction I must use, including idioms, phrases, etc. Also, the expressions don't clearly state in my mind when I try to write in English. The condition makes it difficult to put my ideas into my writing to match what I say."

In line with Abi, Jessica, another grade VI student, also revealed difficulty choosing the right vocabulary. He must think hard to find the appropriate vocabulary for good writing. She said:

"I have writing obstacles; one is finding appropriate vocabulary. I don't have much vocabulary in my memory, so I need spare time to think for a moment when expressing English vocabulary. Enriching my English vocabulary takes longer and may hinder my writing ability."

Along with the speaking problems, particularly in English vocabulary, faced by the students of Royal Wells Primary School, Cambridge coordinators and English subject teachers have reported similar points of view on the problem of expressing vocabulary accurately. Miss Imelda, the Cambridge coordinator for the primary school, explained that;

"The main problem with writing in English students is the difficulty expressing appropriate vocabulary. Students' vocabulary is limited, and sometimes they have difficulty finding idioms or phrases."

Additionally, the same perspective was also stated by Miss Aisyah, one of the English teachers at Royal Wells Primary School;

"Students have difficulty conveying their ideas in writing due to difficulty finding appropriate vocabulary. It is due to the small student vocabulary. To increase their vocabulary, students must read a lot. Reading is the best solution to increasing vocabulary. Students with a large vocabulary are expected to have no trouble writing."

The description above clarifies the condition of the students at Royal Wells Primary School in that they agree with the explanation that vocabulary problems are the main factor causing them difficulty writing in English.

Second, there is anxiety for them if the grammar they use is wrong. This can be seen from the following interview results. As has been stated below by Fahmi, a grade VI student:

"It takes longer to master grammar. I must memorize the various tenses and their uses and functions. When writing in English, I need time to translate it and consider which tenses to use. When I write in English, I frequently forget the proper grammar."

Another student, Rizqina, advocated a similar perspective on the problem of grammatical mastery:

"I have difficulty writing in English and including how to use proper grammar in context. As an EFL student, I need time to learn how to use it properly. There are numerous tenses, such as present tense, past tense, future tense, present perfect, past perfect, and so on. Somehow, I feel confused when it is used in writing"

As described above, the principal of Royal Wells Primary School, Siti Sarsah, also reported a similar view of the lack of knowledge of grammar among students;

"Some students do not follow grammar rules when writing in English. Furthermore, they are unable to think quickly about what they will say. In addition, they must remember inflective words, particularly those in the past tense, such as Verb 1, Verb 2, and Verb 3. They must remember the different tenses when they try to say something in English."

Third, students have difficulty getting ideas to start writing. They have difficulty because they do not read enough. This can be seen from the results of the following interviews. As Sarah, a grade VI student, said:

"I rarely read books, both in English and in Indonesian. "Because I rarely read, I find it difficult to write."

Ika, a grade VI student, conveyed the same thing:

"I rarely read books, either at home or at school." "I read books if the teacher asks because of an assignment." From the information above, it can be concluded that student's interest in reading at Royal Wells Elementary School is still low.

Miss Ais' English teacher also conveyed this:

"Children have difficulty writing because they rarely read, so when asked to write, they have difficulty knowing where to start and increase students' interest in reading, a reading corner is created in each class."

The head of the school also confirmed this, Siti Sarsah:

"Children's interest in reading is very low." How can children write if they are too lazy to read? "To increase students' interest in reading, apart from creating a reading corner in the classroom, the school has also added a collection of English books to the library."

Discussion

Language has an essential role in helping learners develop their thinking and creative skills through using the language in several processes such as, relating, commenting, connecting, predicting, recalling, comprehending, applying, associating, analyzing, synthesizing, evaluating and solving problems (Ibnian, 2011).

Based on Table 1, it can be seen that the average value of English has increased from year to year. The average score in English in 2017 was 1.2; in 2020, it rose to 2.6 on a scale of 6. But if you look deeper into the skills tested, namely reading and writing, it can be seen that students' writing skills are very low. In 2017, the writing average was 0.8; in 2020, it was 2.2. The result of the English primary checkpoint is a serious concern because English is the language of instruction in learning. What causes English's value to be not maximized must be known for that.

The results of the interviews and observations that have been conducted also show that students experience difficulties in learning English, especially in writing skills. Based on the results of the interviews, three factors cause students difficulty in writing, including:

a. Lack of vocabulary

The description above clarifies the condition of the students at Royal Wells Primary School in that they agree with the explanation that vocabulary problems are the main factor causing them difficulty writing in English. This finding is consistent with previous studies on vocabulary and morphology important in students' word learning. Furthermore, vocabulary knowledge has improved students' achievement, comprehension, and meta-linguistic abilities (Qureshi, 2018; Wood et al., 2018).

Based on the explanation above, it concluded that a lack of accurate English vocabulary could be a major problem in writing English in class based on both the teacher's and students' points of view. As a result, students are less likely to write, but those who can express their vocabulary more effectively tend to have better writing skills. It is necessary to provide strategies to increase students' vocabulary. And it has been reinforced by Qureshi (2018) and Townsend (2009), who suggests that to increase students' vocabulary, Teachers should provide more exposure to words, more opportunities to process words and support word personalization for academic vocabulary on a long-term basis. In addition, information and communication technology (ICT) and other digital resources can be used to teach vocabulary.

b. Lack of Grammatical Use

Mastery of grammar certainly plays a significant function in improving students' speaking fluency. Dominantly, students found difficulties in expressing themselves with appropriate grammar. It is reinforced by Mohammad and Hazarika (2016), which emphasize that most EFL students face difficulties learning grammar. Likewise, Sopin (2015) confirms that EFL students are detected to have error correction and grammar function problems in language learning. In this case, poor grammatical mastery can be assumed as one of the frequent difficulties in writing proficiency.

Referring to the elaboration above, most students reported that they had to find certain grammatical patterns before conveying the written statement to ensure appropriate grammar. This case shows that knowledge of grammatical functions as a means of editing or monitoring the arrangement of sentences written by students in the narrative. It is consistent with Chomsky (2000) explanation, as cited in Saville-Troike (2006), that "innate language," which includes grammatical knowledge, is a component of the human mind, physically reflected in the brain, and part of the species' biological endowment. In other words, universal grammar is what all languages share. From the teachers' perception, all English teachers at Royal Well Primary School reported that a lack of grammatical knowledge could be the main problem that hinders students from writing. It was proven by the findings from the teacher that some students have problems knowing grammar. They are disturbed by patterns of tenses, such as the mistake of using the past tense, which has an inflective verb structure. In addition, when they write, they tend to change the past tense pattern into the present tense.

Knowledge of grammar has played an important role in students' writing abilities. Therefore, teachers must improve and find appropriate methods and approaches for teaching grammar. Likewise, Chen et al. (2015) researched using wikis in language learning. Specifically, the findings reveal a relevant correlation between attitude factors and group collaboration. In addition, student motivation has also been identified as a significant factor related to student participation in completing writing assignments. Understanding the wiki's benefits in assisting students to write gives students more confidence and indirectly increases their motivation to write. The behavioral data findings also show students' willingness to spend more time collaboratively working on writing assignments provided by the wiki platform.

Language comprises rules and principles that people had used unconsciously since their first outside experience, which was when they were very young. Grammar knowledge must include word order, an agreement between sentence elements (agreement between subject and verb), ways to form questions and eliminate statements, and ways to emphasize structural information in sentences. In addition to grammatical knowledge, other knowledge, such as morphology and discourse, are two key components in learning a language. Morphology concerns the meanings of

words (morphemes) and inflections that convey grammatical information, such as tenses, prefixes, and suffixes, that may be required to change the meaning or grammatical category of a word. Discourse concerns strategies for stringing sentences together and organizing information across sentence boundaries and structures for telling stories, conversing, and interacting.

c. *Lack of Reading Literacy*

To be able to write well, one must read a lot. Unfortunately, the reading ability of Indonesian students is still very low. Indonesia was ranked 64th out of 72 countries in the 2015 Program for International Student Assessment. Schools, particularly in a foreign language context, play an important role in assisting students in developing critical reading skills. The issue is that students with a foreign language receive less exposure outside the classroom. It means they rely heavily on what they learn at school. Furthermore, because reading and writing are inextricably linked, developing students' critical reading skills entails developing students' writing skills as well (Mbau & Sugeng, 2019).

From the information above, it can be assumed that students' low interest in reading does not only occur at Royal Wells Primary School but is a national problem faced by children in this country. Through the National Education System, the Government of Indonesia states that education must develop a culture of reading and writing. The government considers reading and writing important skills for positively contributing to oneself, local and international communities, and the nation's progress. As a result, implementing the government's commitment to running a literacy movement to promote the importance of reading and writing among students is critical. However, there is still a long way to go until we reach a state where reading and writing become the nation's culture. It can be seen that the literacy movement is still in its early stages, focusing on developing students' interest in reading.

Regarding literacy in the Indonesian context, several issues are raised in this issue (Mbau & Sugeng, 2019). First, the level of student literacy is still low. Second, teachers' skills and knowledge about critical literacy are still lacking. It means that teachers still need help to increase or develop their critical literacy knowledge and practice in class through intensive coaching. Third, the facilities provided by schools are still inadequate. It means that the school environment must also be supportive and responsive to students' needs in developing their critical literacy skills. Schools must provide adequate facilities, resources, and reading materials that can contribute to the learning process, such as books, magazines, newspapers, internet access, journals, and films, in print and digital form. However, most schools in Indonesia lack the facilities, and materials are unavailable. Finally, the English textbooks provided by the government of Indonesia still need improvement to provide better material to support the development of students' critical literacy skills.

Apart from the student's point of view, it must also be seen how the qualifications of the English teacher who teaches them. As it is known that to teach English with Cambridge standards, teachers must have certain qualifications. It is known that most English language teachers did not yet have the Cambridge teaching qualification standard. Ideally, teachers who teach English at Cambridge Primary School have a CELTA certification (Certificate in Teaching English to Speakers of Other Languages) (Anderson, 2016). CELTA is a qualification from Cambridge for EFL teachers. Apart from CELTA, they also have a TKT (*Teaching Knowledge Test*) or DELTA (Diploma in Teaching English to Speakers of Other Languages) (Cambridge Assessment International Education, n.d.).

Conclusion

Royal Wells Primary School requires English learning activities for every teacher and student. Still, this condition has not yet been correlated with students' ability to speak English, so many students do not understand the material taught by the teacher. It is also known that most English teachers do not have Cambridge qualifications to teach English, so their teaching techniques and methods do not meet Cambridge standards.

The English language studied by Royal Wells Primary School students has a predicate of "English as a Second Language." However, English writing skill competence is one of the four language skills requiring serious attention. The results showed that three indicators caused the low writing skills of Royal Wells Primary School students: a lack of vocabulary following the meaning of writing, a lack of ability to master grammar, and a lack of ability to understand cultural developments and knowledge through reading literacy.

Recommendations

Implementing a curriculum, especially the international curriculum, is a challenge that requires careful readiness from various components in the school. From this research, several things can be recommended, namely:

1. To help with curriculum implementation, schools need to ensure that teachers, learning facilities and infrastructure, student learning, the school environment, and school culture are ready to implement the curriculum.
2. Teachers need to get better at what they do so that their skills match the needs and challenges of the curriculum.

3. It is necessary to consider students a kind of linguistic enrollment so that students can truly absorb the application of English in both learning and teaching interactions.
4. A learning model that encourages students to be active and dynamic is required so that writing skills can be understood according to the learning output set.
5. Every teacher, curriculum coordinator, and student-parent must have a unified view of curriculum implementation to foster a joint movement in planning, implementing, and evaluating the curriculum.

Based on this recommendation, can be developed by other researchers regarding the Cambridge English international curriculum development model that follows the character of educators and students in Indonesia.

Limitations

This study uses a qualitative approach with the aim that all data and information can be fully elaborated. However, it can be consciously understood that its implementation had some limitations, directly affecting the research results. Among the limitations of this study are: first, respondents, including school principals, teachers, students, and parents, have answered the researcher's questions. However, the triangulation process requires special time and perseverance. Here the researcher feels that it takes longer so that all phenomena can be opened up more interestingly, especially those related to the efforts of the school principal and the teachers' treatment in meeting the curriculum achievement level. Second, the discussion in the discussion of research raises discourse about the importance of the dimension of reality to research results in the Indonesian context because English is considered a foreign language. Many schools are not ready to publicize their failure to implement the English curriculum at its school. So, this makes the discussion of research results need to be revised continuously in the future.

Authorship Contribution Statement

Suharyat: Conceptualization, supervision concept and design, data acquisition, data analysis/interpretation, securing funding, admin, supervision, and final approval. Lusiana: Drafting the manuscript, critical revision, statistical analysis, Editing/reviewing, design writing, technical or material support.

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