Enhancing English Language Mastery by Cambridge Syllabus in Secondary School: The Significance of Independent Curriculum Implementation

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Abstract
Independent Curriculum which is officially implemented in Indonesia has significantly opened more opportunities to all teachers in order to design teaching-learning activities adjusted to students' convenience in learning process. This methodological article discusses the implementation of Independent Curriculum in order to enhance English Language Mastery by integrating and developing Cambridge syllabus in SMA Unggul Del. This paper targeted grade X who has been running the Independent Curriculum started in academic year 2023/2024. Consequently, this methodological review was based on qualitative analysis by distributing questionnaires to students (grade XI) regarding their personal experiences in using Cambridge syllabus. Thus, it is found that students achieved more progresses in mastering English language due to its myriad resources and activities which could help them advance their English abilities. The presence of digital pack provides more advanced activities in speaking, reading, listening and writing. They are all adjusted to contextual activities which can assist the learners to study individually. In addition, through presentation kit and online workbook, the learners are triggered to watch the video about the essential materials.
Index Terms*– independent curriculum, cambridge syllabus, digital pack, questionnaires.Therefore, the use of Cambridge syllabus has been a goo*

INTRODUCTION

The philosophical foundation of Independent Curriculum is stated in Permendikbud No 12 of 2024 which prioritizes freedom for educators to design their teaching delivery in classroom without undermining the values of Pancasila. This philosophy also equals with the aspiration of Ki Hajar Dewantara, a pioneer in education, who once said that human is supposed to be free in which they must have inner and outer freedom in managing their life and does not depend on others. As a key component of Indonesia's educational reform, Independent curriculum aims to equip students with essential 21st-century skills and competencies (Ingtias et al. 2022).Contrasting traditional educational models focused on rote learning and standardized testing, the Independent Curriculum encourages a student-centred approach, fostering critical thinking and creativity (Helmia et al.2023). Since most of educational institutions apply this curriculum, many have projected future of education as a form of reformation to develop talents and passion to contribute in the societies. Rohimajaya, 2023; Hamer, 2023 stated that the digital era is a digital education environment where technical resources support teaching and learning. To determine educational performance, the curriculum must be adaptive to all contemporary concerns and changes. Specifically, English Language Teaching (ELT) in secondary schools have also adapted the concepts of curriculum in classroom. Consequently, the implementations in some schools have varied since the official launching in 2022.English Language Teaching (ELT) in secondary school requires more efforts as teachers are confronted with teenagers who have myriad access to technology. In addition, teenagers in digital era have learned English in their daily basis which means they need more in classroom realities.option to develop students' critical thinking and independent learning because it also provides digital pack that is accessible online. Additionally, Cambridge always updates their content adjusted with the demand of time which means updated materials or contents are based on recent concerns. In classroom, teachers are expected to be able to develop students' critical thinking by raising the matters from the book. Secondary schools have successfully reformed their understandings in learning English through the implementation of Independent Curriculum in collaboration with Cambridge syllabus uses.This study aims at helping teachers understand that the implementation of Independent Curriculum has affected the quality of English Language Teaching (ELT) in classroom. Through the policy of independent design of syllabus, the teachers will get enlightened on the freedom to design students' material on the classroom. They are no longer burdened with rigid syllabus set by the official. Independent Curriculum gives opportunities to teachers for designing their own material adjusted to students' capacity and need. This is conducted by distributing the questionnaires to students grade XI who has undergone Independent Curriculum in the past year.

II.METHOD

The methodology used in this study is qualitative research design. Creswell (2014) defined qualitative research as a means for exploring and understanding the meaning of individuals or groups ascribed to a social or human problems. Thus, this research is designed by raising and distributing fifteen open-ended questionnaires to students who sit in grade XI in SMA Unggul Del. Grade XI is the first product of Independent Curriculum since last academic year (2023/2024). Therefore, there are 149 respondents who this research (grade XI).These following are the questionnaires distributed to grade XI before they embark the new semester of 2024/2025. The questionnaire is created in google form, which are divided into two types of questions: questions 1 to 10 consist of closed-ended questions, while questions 11 to 15 are open- ended questions, where students are required to provide more varied answers.

Enhancing English Language Mastery by Cambridge Syllabus in Secondary School

Dear students,

This form is aimed at helping teachers to evaluate the use of Cambridge contents to enhance English language mastery in SMA Unggul Del. The participants are only grade XI who have successfully completed their tenth grade through the implementation of Kurikulum Merdeka (Independent Curriculum) integrated with Cambridge contents. Please help complete the questionnaire.

1. Full name
2. Grade
3. Does the book "Think" cater to students with an independent curriculum?
4. Is the book "Think" recommended for senior high school students?
5. Does the book "Think" provide authentic materials and tasks to engage senior high school students in learning English?
6. Does the book "Think" focus on developing critical thinking and problem-solving skills?
7. Are there any case studies or real-life examples in the book "Think"?
8. How do you rate the use of Cambridge book (THINK) as your tool to learn English?
9. Can you, as students, self-assess your learning progress using the materials provided in the book "Think"?
10. Do you really like "THINK" as students' handbook in classroom realities?
11. What do you think is the most significant feature of the book "Think" that helps you improve your English?
12. How do you think the book's approach to learning English language learning differs from other English language textbooks?
13. How do you think the book's emphasis on critical thinking and problem-solving skills can benefit students in your future studies and careers?
14. Can you think of any situations where you would use the critical thinking skills and strategies presented in the book "Think" in real-life?
15. What are some of the challenges you faced while using the book "Think" in your English language learning, and how did you overcome them?

III. RESULT AND DISCUSSION

The findings were collected from the questionnaires set up in Google form and given to the eleventh graders in SMA Unggul Del. The findings are presented as follows:

A. Closed Ended Questions

1. Does the book "Think" cater to students with an independent curriculum?

Yes   : 144 students (97%)
No   : 5 students (3 %)

2. Is the book "Think" recommended for senior high school students?

Yes   : 139 students (93%)
No   : 10 students (7%)

3. Does the book "Think" provide authentic materials and tasks to engage senior high school students in learning English?

Yes   : 136 students (91%)
No   : 13 students (9%)

4. Does the book "Think" focus on developing critical thinking and problem-solving skills?
Yes : 128 students (86%)
        No : 21 students (14%)
5. Are there any case studies or real-life examples in the book "Think"?
Yes : 143 students (96%)
No : 6 students (4%)

The data presented offers significant insights into the reception and applicability of the book "Think" among students engaged in an independent curriculum, particularly within the context of senior high school education. The responses clearly indicate a robust endorsement of the book, as demonstrated in several key areas.Firstly, when inquired whether "Think" caters effectively to students with an independent curriculum, an overwhelming majority of 144 students, representing 97%, affirmed this assertion. This response highlights the book's relevance and adaptability for diverse learning frameworks, suggesting that it is designed to meet the needs of students who prefer or require a more autonomous approach to their studies.Regarding to the book's recommendation for senior high school students, a similarly compelling majority emerged. Specifically, 139 students, or 93%, responded affirmatively to the query, underscoring the book's suitability within this educational tier. The high percentage indicates not only student confidence in the material but also suggests that educators at this level might find it valuable resource for enhancing their educational program Moreover, when considering whether "Think" includes authentic materials and tasks to actively involve senior high school students in English language learning, 136 students—amounting to 91%—recognized its effectiveness. This finding is crucial, as it underlines the book's commitment to engage learners practically, in real-world contexts, which is essential for fostering language acquisition and detention.Additionally, the book's focus on developing critical thinking and problem-solving skills received a favorable response from 128 students, or 86%. This supports the notion that "Think" is not merely a language textbook, but rather a comprehensive educational tool aimed at cultivating higher-order thinking skills that are imperative in today's complex world.Finally, the presence of case studies and real-life examples within "Think" was confirmed by 143 students, or 96%, further solidifying the book's practical application in academic settings. Such features enrich the learning experience, allowing students to connect theoretical knowledge with real- life situations, thereby enhancing their understanding and engagement.In conclusion, the data collectively illustrate a positive reception of the book "Think" among students, who find it to be an effective and enriching educational resource. Its alignment with independent curricula, its recommendation for senior high school use, its emphasis on authentic learning materials, its focus on critical thinking, and its incorporation of real-life examples contribute to its stature as a valuable asset in the educational landscape.

6. How do you rate the use of Cambridge book (THINK) as your tool to learn English?
Rate 10 : 7 students (5%)
Rate 9 : 42 students (28%)
Rate 8 : 61 students (41%)
Rate 7 : 23 students (15%)
Rate 6 : 8 students (5%)
Rate 5 : 6 students (4%)
Rate 4 : 1 student (1%)
Rate 3 : 1 student (1%)
Rate 7-10 : 133 students (89%)
Rate 3-6 : 16 students (11%)
7. Can you, as students, self-assess your learning progress using the materials provided in the book "Think"?
Strongly agree : 11 students (7%) Agree : 84 students (56%)
Neutral : 48 students (32%)
Disagree : 5 students (3%)
Strongly Disagree : 1 student (1%)
Neutral –Strongly agree: 143 students (96%) Strongly disagree-Disagree : 6 students (4%)
8. Do you really like "THINK" as students' handbook in classroom realities?
Yes: 129 students (87%)
No: 20 student (13%)

The data collected from student feedback on the use of the Cambridge book "THINK" as a tool for learning English reveals noteworthy insights into its acceptance and effectiveness among learners. A detailed analysis of the responses demonstrates a predominantly positive reception of the resource, underscoring its utility in facilitating English language acquisition.

1.Rating the Use of "THINK" as a Learning Tool

In terms of the effectiveness of Cambridge book "THINK," vast majority of students—133 out of 149, or 89%—rated the book between 7 and 10, indicative of a strong endorsement. Specifically, 61 students (41%) assigned a rating of 8, while 42 students (28%) rated it 9, showcasing a pronounced appreciation. Conversely, the lower end of the scale, ratings of 3 to 6, comprised only 11% of respondents, with 16 students expressing reservations regarding the book's utility. This stark contrast suggests a general consensus among the student body regarding the effectiveness of "THINK" as a catalyst for language learning.

2.Self-Assessment of Progress Using "THINK"

In relation to their ability to monitor and evaluate their learning progress using the materials from "THINK," responses further demonstrate a favorable outlook. A significant 96% of students responded either neutrally or positively, with 56% agreeing and 7% strongly agreeing they can successfully self-assess their learning journey. This proclivity for self-assessment underscores the book's role not merely as a passive material but as an empowering tool that encourages students to engage actively with their educational outcomes. In contrast, those who expressed disagreement, making up only 4% of the cohort, highlight a minority perspective that may warrant further exploration to enhance the effectiveness of learning strategies provided by the textbook.3 General Affinity/affection for "THINK" in Classroom Settings.Lastly, student affection for "THINK" as a practical handbook for classroom applications is exceptionally high. An overwhelming 87% of students expressed a positive inclination towards the book, affirmatively responding "Yes" to its attractiveness as a learning tool. This substantial approval suggests that "THINK" resonates well with students' needs and preferences in a classroom environment, facilitating a conducive learning atmosphere.

In conclusion, the data present a compelling case for the efficacy of the Cambridge book "THINK" as a preferred resource among students for learning English. The predominantly high ratings, coupled with positive self-assessment capabilities and a strong preference for its use in classroom settings, collectively advocate for the book's continued utilization. Nevertheless, considering the nuanced responses regarding self-assessment and learning progress, it may be valuable for educators to seek ways to further leverage student feedback, ensuring that resources like "THINK" not only meet but exceed educational demands.

B.   Opened Ended Questions

9.What do you think is the most significant feature of the book "Think" that helps you improve your English?

In examining the pivotal elements within the book "Think" that significantly enhance English language proficiency, a thorough analysis delineates several key features. The researchers categorized the respondents into the following aspects; These features encompass vocabulary acquisition, reading comprehension, grammatical understanding, listening skills, digital accessibility, online resources, interactive components, and general feedback from users. Each aspect emerges as a distinctive and vital contributor to the holistic improvement of English language skills.

1.Vocabulary Enhancement

Foremost among the identified features is the emphasis on vocabulary development, which was highlighted by 14 respondents. Participants cogently noted the introduction of "new advanced vocabularies," with many expressing astonishment at encountering "many words that [they] had never heard before." Such exposure to previously unfamiliar terms not only enriches the learners' linguistic repositories but also fosters a deeper understanding of English. For instance, individuals articulated that the vocabulary provided in "Think" effectively addressed gaps in their previous knowledge. This active engagement with expansive vocabulary is paramount, as it underpins the ability to articulate thoughts more precisely and enhances overall language fluency.

2.Reading Comprehension

Concurrently, the reading component emerged as a crucial feature, with 11 respondents emphasizing its role in improving English skills. Participants noted the varied reading materials, including blogs and literature, as instrumental in enhancing comprehension abilities. The book offers an array of assessments designed to bolster reading skills, creating a multifaceted approach that cultivates both analytical and critical thinking skills. This multifarious exposure to different text types not only diversifies the learners' reading experiences but also equips them with the necessary tools to navigate diverse linguistic contexts.

3.Grammatical Foundations

Moreover, the grammatical framework laid out within "Think" is acknowledged as a significant feature by 7 respondents, who found value in the structured exercises that elucidate grammatical principles. The book's explicit focus on grammar empowers students to forge connections between vocabulary acquisition and grammatical accuracy. This integration facilitates a comprehensive understanding of English syntax, enabling learners to construct coherent sentences and articulate their ideas more effectively.

4.Listening Proficiency

Additionally, listening skills are addressed within the text, with 5 individuals identifying this feature as vital to their language development. The inclusion of auditory resources, accessible through the eBook format, enhances learners' abilities to comprehend spoken English. This auditory practice is essential in refining listening skills and bolstering overall communicative competence. The ability to process spoken language effectively is intricately linked to successful participation in dialogues and discussions, which are critical for language proficiency.

5.Digital Accessibility

A particularly salient aspect of "Think" is its digital format, as reported by 13 respondents. The eBook's availability allows for unparalleled flexibility in language learning, permitting students to engage with the material anytime and anywhere. This adaptability caters to diverse learning lifestyles and supports continuous language practice beyond conventional classroom settings. Furthermore, the integration of various exercises within the digital platform promotes a sustained engagement with the English language.

6.Online Resources

In conjunction with the digital book format, the incorporation of online features, including access to resources like cambridgeone.org and integrated QR codes, was highlighted by 7 users. These elements provide students with opportunities for enhanced learning through tracked progress and exposure to supplementary materials. The variety of media, including video content, serves to broaden learners' perspectives and contextual understanding of the language. This access to additional resources is invaluable in supporting a self-directed approach to language acquisition.

7.Interactive Elements

The interactive components of "Think," underscored by 4 participants, provide a dynamic learning experience through exercises, quizzes, and games. Such activities are not only engaging but also conducive to critical thinking and practical application of language skills. The interactive nature of these tasks reinforces learning by encouraging active participation and fostering a deeper connection to the material.

8.General Feedback

Finally, the general feedback collected reveals a consensus regarding the efficacy of "Think" in addressing higher-order thinking skills (HOTS) and enhancing overall language proficiency. Users appreciate the comprehensive nature of the book, recognizing its capacity to facilitate not only reading comprehension but also practical application in real- world contexts.

In conclusion, the multifaceted features of the book "Think" collectively contribute to significant improvements in English language proficiency. By fostering vocabulary development, enhancing reading and listening skills, providing robust grammatical frameworks, and leveraging digital resources, the book serves as a comprehensive tool for learners. Overall, the integration of these features equips students with the essential skills required to navigate and utilize the English language effectively.

10. How do you think the book's approach to learning English language learning differs from other English language textbooks?

The analysis of student responses regarding the application of critical thinking skills, as outlined in the book "Think," reveals several pertinent areas in which these cognitive strategies can be effectively utilized in real-life contexts. This discussion aims to elaborate on the various facets of critical thinking as perceived by students, thereby highlighting its significance in both academic and personal domains. Firstly, a notable observation is the emphasis on the enhancement of English language proficiency. A considerable number of students articulated that they could leverage critical thinking skills to bolster their competencies in key linguistic areas, including reading comprehension, writing, speaking, and listening. The ability to analyze and synthesize information critically not only aids in understanding complex texts but also fosters effective communication, thereby bridging the gap between theoretical knowledge and practical application. Moreover, students expressed a strong inclination to employ critical thinking skills in problem-solving scenarios encountered in their daily lives. For instance, the ability to make informed decisions, critically assess situations, and devise appropriate solutions is paramount in navigating both mundane and significant challenges. This application signifies a shift from rote learning to a more analytical approach, enabling students to approach problems with greater discernment and creativity. In terms of communication, many

students underscored the role of critical thinking in enhancing interpersonal interactions. Whether engaging in dialogue in English or their native languages, students recognized that a critical lens allows for more effective expression of ideas, fostering not only clarity but also mutual understanding among interlocutors. This aspect underscores the importance of critical thinking as a vital component of effective communication strategies. Furthermore, the utilization of critical thinking skills in decision-making was frequently mentioned. Students noted that informed decisions—whether personal or academic—are rooted in a comprehensive analysis of available information, potential outcomes, and ethical considerations. This purposeful decision-making process reflects the application of critical thinking as a means to cultivate personal responsibility and agency. Additionally, the participants acknowledged the value of critical thinking in reading comprehension, particularly with English texts. By employing critical thinking strategies, students are better equipped to engage with various forms of written materials, ranging from news articles to academic journals. This skill set not only improves their comprehension but also fosters a deeper appreciation of the nuances within texts, enhancing overall literacy.Critical analysis extends beyond reading as students reported applying these skills to evaluate various textual forms, including research papers and media articles. This analytical engagement enables students to discern biases, assess credibility, and synthesize diverse view respondents, ultimately contributing to well-informed perspectives on contemporary problems.In more complex situations, students indicated a propensity to utilize critical thinking skills for situational analysis, particularly when faced with dilemmas or moral quandaries. The capacity to navigate such scenarios through a critical lens exemplifies the significance of ethical reasoning and reflective judgment in decision- making processes.Collaboration also emerged as a critical area where students could apply these skills. Many indicated the importance of critical thinking in fostering effective teamwork, particularly in group projects and academic assignments. The ability to engage constructively with peers, evaluate differing view respondents, and arrive at consensus through critical discourse is essential for successful collaborative endeavors.

Looking towards the future, students voiced confidence that critical thinking skills would serve as invaluable assets in their university studies and subsequent careers. The aptitude to think critically positions individuals favorably in a rapidly changing job market, where analytical and problem-solving skills are increasingly sought after.Lastly, it is noteworthy that students perceived critical thinking as a catalyst for personal growth. By cultivating a more analytical and questioning mindset, individuals can facilitate their own development, fostering a lifelong commitment to learning and self-improvement.In conclusion, the diverse applications of critical thinking skills and strategies, as presented in the book "Think," resonate profoundly with students across various contexts—academic, personal, and professional. The findings underscore a broader recognition among students of the transformative power of critical thinking in enriching their lives and enhancing their decision- making capabilities. Such insights not only contribute to the discourse on educational methodologies but also advocate for the integration of critical thinking as a core component of curricula aimed at nurturing informed and engaged individuals.Overall, the "Think" book stands out from other English language textbooks due to its engaging and interactive approach, up-to-date content, diverse learning methods, attractive presentation, technology integration, level of difficulty, and unique features.

11. How do you think the book's emphasis on critical thinking and problem-solving skills can benefit students in your future studies and careers?

According to Sholihah. T.M. and Lastariwati.B (2020), critical thinking means doing the reasoning process for a problem until the complex stage of "why" and "how" the process of solving it. In an analysis of student feedback regarding their experiences with the "Think" book,several predominant challenges emerged, reflecting the multifaceted nature of language acquisition. The findings reveal that vocabulary-related difficulties were the most frequently reported obstacle, with twenty-four students expressing struggles with unfamiliar terms. This challenge underscores the critical role of vocabulary in the language learning process. To mitigate this problem, students employed various strategies such as consulting dictionaries, seeking assistance from peers or teachers, and utilizing online resources. This proactive engagement in vocabulary acquisition illustrates the students' resilience and resourcefulness in navigating linguistic barriers.Another significant hurdle identified was related to grammar, with fourteen participants indicating that they found grammatical structures particularly challenging, especially concerning verb tenses. The complexities of grammar often hinder language learners' proficiency; however, many students actively addressed this concern through diverse methods. These included consulting grammar textbooks, watching instructional videos on platforms like YouTube, and seeking clarification from classmates or instructors. Such efforts signify a commitment to mastering grammatical intricacies, which are essential for effective communication. Listening comprehension also emerged as a noteworthy challenge, as eight students reported difficulty understanding audio material, particularly when confronted with varying accents and rapid speech. This

difficulty reflects a common phenomenon in language learning, where auditory processing can be particularly taxing. Students adopted several ameliorative strategies, such as replaying audio segments, engaging in practice sessions with peers or teachers, and exploring additional online listening resources. These methods not only aided in enhancing their listening skills but also fostered collaborative learning environments. Additionally, reading comprehension presented a challenge for six students, who found it difficult to grasp complex texts. This struggle highlights the often- overlooked aspects of reading in a second language, where cognitive load can impede comprehension. To overcome these obstacles, students employed tactics such as slow reading, note-taking, and soliciting help from teachers or fellow learners. Such strategies are indicative of a strategic approach to enhancing textual understanding, which is crucial for academic success. Lastly, the problems of digital access was noted by five participants, who experienced difficulties in accessing the online version of the "Think" book, largely due to insufficient internet connectivity. This challenge emphasizes the broader context of educational inequities, particularly in digital literacy and access to resources. In response, students showcased adaptability by exploring alternative access methods and utilizing mobile devices,thereby demonstrating their determination to engage with the intended materials despite logistical constraints.In conclusion, the challenges identified in this analysis are emblematic of those faced by language learners more generally. However, it is commendable that a majority of students were able to adopt various strategies to surmount these obstacles, often seeking support from teachers, peers, or online platforms. This collective effort not only highlights the importance of collaboration in the learning process but also underscores the necessity for educators to be aware of such challenges and to facilitate resources that can assist students in their academic journeys. The ability to overcome these difficulties ultimately respondents to the resilience and adaptability of students in the face of language learning challenges. It's worth noting that the majority of responses (59%) agree that the book's emphasis on critical thinking and problem-solving skills is beneficial for students' future studies and careers.

12. Can you think of any situations where you would use the critical thinking skills and strategies presented in the book "Think" in real-life?

Through practical applications in comprehension, decision-making, and problem-solving, it enables individuals/students to utilize these skills effectively in everyday contexts. Here's a comprehensive explanation of how the critical thinking tools presented in "Think" can be trusted for real-life application.

A. Key Applications of Critical Thinking Skills from "Think"

1.Reading Comprehension: One of the core skills highlighted in the book is reading comprehension. This skill is crucial when engaging with texts, completing academic assignments, or interpreting articles. Readers learn to derive meaning from texts accurately, fostering an ability to analyze information critically. For instance, students have reported using reading exercises, such as those found in "Think," to interpret questions effectively and respond accurately in exams.

2.Effective Communication: The book emphasizes articulating ideas clearly. The techniques learned can enhance both spoken and written communication, essential in various contexts, like presenting in class, writing essays, or engaging in conversations with peers or professionals. Many users have found that the persuasive language strategies offered in "Think" helped them present their ideas more convincingly, whether in essays or discussions.

3.Decision Making: The principles of evaluating different options and their implications are pivotal in making informed choices. The chapter discussions around dilemmas and honesty expose students to real-life ethical considerations. Many readers referenced using this competency in critical decision-making scenarios, such as selecting a career path or resolving conflicts in group assignments.

4.Problem Solving: Through engaging with the stories and case studies in the book, readers are trained to think critically about potential solutions to problems. This exposure equips readers with strategies for tackling real- life challenges, from academic pressures to interpersonal conflicts. For example, students noted that the problem scenarios provided in the textbook mirrored experiences they faced, enabling them to apply learned solutions effectively.

5.Real-Life Situations: Readers have discussed various instances where they could apply critical thinking skills from the book, such as participating in collaborative group work or engaging with foreign tourists. This practical application underscores the relevance of the skills taught in "Think" to everyday situations, reinforcing the learning experience.

6.Self-Reflection and Continuous Learning: The strategies in "Think" encourage self-reflection, allowing individuals to assess their understanding and improve continuously. The variety of exercises helps

users recognize gaps in their knowledge or skills, prompting them to seek additional practice, especially in language learning contexts.

B. Validation of Trustworthiness The trustworthiness of the data and experiences shared concerning "Think" can be attributed to several factors:Reported Outcomes: Responses from users indicate that the book positively impacted their language skills and critical thinking capabilities, which aligns with educational objectives across various learning levels.

Practical Examples: Many anecdotes detail how users applied the skills learned from the book to navigate real- life situations effectively, enhancing credibility through personal testimony.Diverse Applications: The broad application of critical thinking skills—ranging from academic settings to personal growth—illustrates the book's versatility and relevance in a variety of contexts.Positive Feedback Loop: User experiences highlight a cycle of improvement where mastering skills from "Think" leads to further engagement with English and critical thinking in other academic and personal endeavours.In conclusion, the critical thinking skills and strategies presented in the book "Think" not only foster enhanced comprehension and communication but also empower individuals to make informed decisions and solve problems effectively. The positive user experiences and the practical applications of these skills substantiate the trustworthiness of the data provided and affirm the book's role in promoting lifelong learning and personal development.Overall, many students believe that the critical thinking skills and strategies presented in the book "Think" can be applied to various aspects of their life, including academics, personal relationships, and career development.

13. What are some of the challenges you faced while using the book "Think" in your English language learning, and how did you overcome them?

Based on the collection of experiences shared by students.regarding their challenges while using the book "Think" for English language learning, several common themes emerged.

These insights help illustrate both the difficulties faced and the strategies employed to overcome them, demonstrating the value and trustworthiness of this feedback.

A.   Overview of Challenges

1.Vocabulary Difficulties:Many students reported struggling with unfamiliar vocabularies, which hindered their comprehension of the texts. The absence of explanations for complex words often left them feeling confused and lost. This challenge was frequently countered by utilizing dictionaries, translation apps like Google Translate, or asking peers and teachers for assistance.

2. Grammar Matters: A recurring theme involved difficulties with grammar. Many students expressed that they found grammar rules presented in the 'Think' book overwhelming, particularly due to the lack of detailed explanations. Students coped by seeking additional resources, such as grammar books, Youtube tutorials or peer support to clarify concepts.

3. Listening Comprehension :Several students noted challenges with audio comprehension, particularly when the speech was fast-paced or when audio cues were essential for understanding questions. The common approach to tackle this was repeated listening, utilizing online resources, and practicing listening skills more generally.

4. Engagement with text: Some students reported that lengthy texts produced feelings of boredom or frustration, which negatively impacted their focus. In such cases, they coped by breaking down readings into smaller sections, taking breaks, and gradually building their stamina for longer texts.

5. Limited Resources: Accessing the online components of the "Think" book posed a problem for students. Some faced restrictions in using electronic devices during learning hours, limiting their ability to engage fully with the material. To address this, students made a concerted effort to use available resources efficiently during permitted times.

B. Strategies for Overcoming Challenges

1.Peer Support: Many students cited the importance of collaboration with friends and teachers as a vital strategy for overcoming challenges. Asking questions and engaging in collaborative learning enabled them to clarify doubts and reinforce their understanding.

2.Self-Directed Learning: A number of students emphasized the role of self-study resources, such as online videos and grammar books, allowing them to supplement their learning when they encountered difficulties in the "Think" book.

3.Repeated Practice: Engaging in consistent practice was a popular method to reinforce learning. This approach helped students familiarize themselves with vocabulary and grammar, ultimately enhancing their skills over time.

4. Utilization of Technology: Students leveraged technology, like e-books and online dictionaries, to access a wider array of learning materials when faced with challenges. This adaptation reflects their resourcefulness and commitment to improving their English proficiency.

5. Positive Mindset: Despite the various challenges mentioned, many students conveyed a positive attitude toward the learning process. They recognized that confronting difficulties was a part of their growth, which motivated them to persist with their studies and improve their language skills.

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