

**THE IMPLEMENTATION OF MERDEKA CURRICULUM
IN TEACHING ENGLISH
AT 4TH GRADE SDN 1 PURWANEGARA BANYUMAS**



AN UNDERGRADUATE THESIS
Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree

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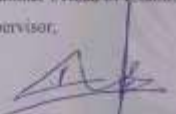
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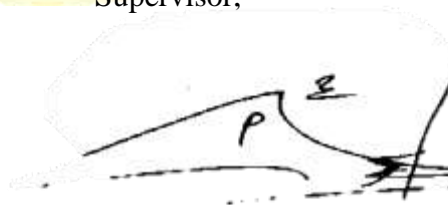
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**THE IMPLEMENTATION OF MERDEKA CURRICULUM
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ABSTRACT

Since pandemics have negatively affected the field of education, the learning system and curriculum have always been subject to change. This thesis discusses the Merdeka curriculum, which is still the current curriculum and which few schools have adopted or comprehended. In this case, the teacher should know what is different and should apply to this curriculum. This study seeks to determine and analyze how the implementation of Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara Banyumas. The principal, the English teacher, and fourth-grade students were the subjects of the research. Interview, observations, and documentation were conducted to obtain the research data. The data analysis technique were data reduction, data display, and verification. The results of this study shows that the English teacher used three phases in teaching, there are phase of pre-teaching, inter-teaching, and post-teaching. Also, teacher questioning were used by the English teacher. According to observations, teacher gave some questions related to the lesson and students tried to answer based on their knowledge. In Merdeka curriculum, The subject matter imparted to students is covered in simple yet profound lessons. Students also study independently. In teaching English, the teacher encountered a number of obstacles, such as a lack of vocabulary mastery and the English teacher did not perceive certain Merdeka curriculum lesson-planning procedures.

Keywords: *Merdeka curriculum, teaching English, teaching English to young learners*

PREFACE

In the name of Allah, all praise belongs to Allah SWT, who has granted the author of this thesis His mercies, blessings, guidance, and everything else. Shalawat and salam are consistently offered to the Prophet Muhammad SAW, his family, and companions.

This thesis is presented in partial fulfillment of the requirements for the bachelor's degree in education at Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto, Faculty of Tarbiya and Teacher Training. This thesis cannot be written without the support, guidance, advice, assistance, and encouragement of individuals and institutions. The author wishes to express profound gratitude and appreciation for:

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There is no more appropriate way for the researcher to express his or her gratitude for all assistance and support received during the preparation of the thesis. May Allah SWT accept all good deeds. And hopefully, the writer and all readers will benefit from this thesis.

Purwokerto, June 6, 2023

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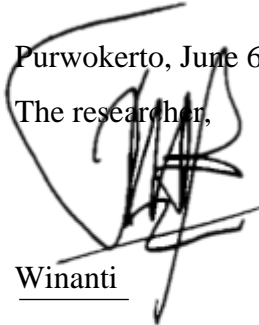
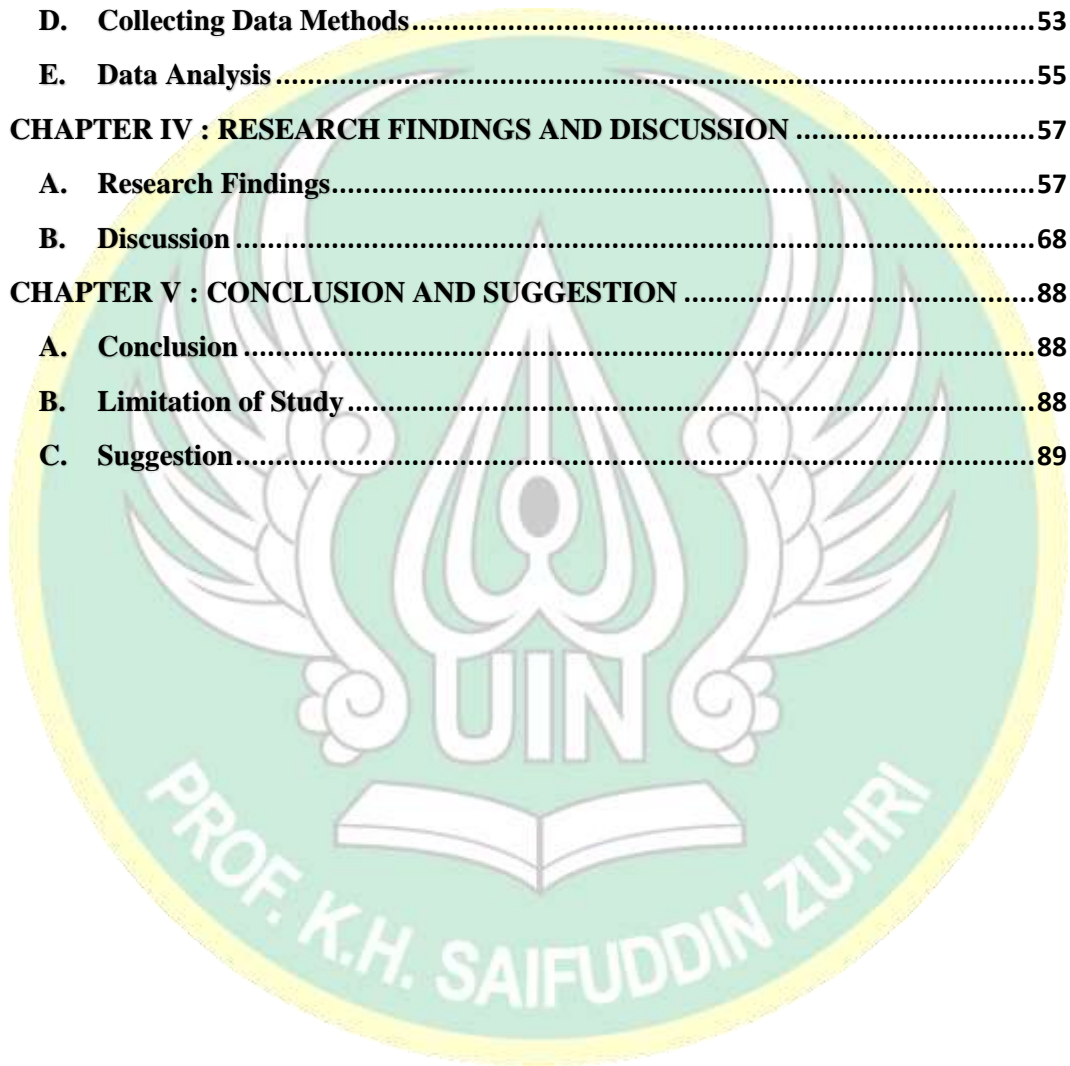

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CHAPTER I

INTRODUCTION

The introductory chapter holds significant importance. The initial chapter serves as an introduction to the subject matter under investigation in this study. The researcher explains (1) background of the study, (2) clarification of key terms, (3) research questions, (4) aims and significances of the study, and (5) previous study.

A. Background of the Study

Most curriculum textbooks have focused on the creation of curriculum by discussing concerns with curriculum development or improvements.¹ The Indonesian educational system has undergone numerous changes, including modifications to the curriculum, modifications to the teaching and learning processes, modifications to the use of educational system facilities and infrastructure, and modifications to the quality of teachers as educators. These modifications are an indication of growth in the field of education that cannot be separated from the national education system's policies. Curriculum changing refers to a variety of themes, including innovation, development, and adoption. In the context of curriculum change, it includes both planned and spontaneous changes and can occur at the classroom, school, or education system levels. Occasionally, teachers may find that changes follow their instruction. In subjects often taught in schools, the current curriculum reform movement is characterized by the updating of content, the reorganization of subject matter, and the introduction of fresh approaches to technique.² Moreover,

¹ Fred C Lunenburg. "Theorizing about Curriculum: Conceptions and Definitions". *International Journal of Scholarly Academic Intellectual Diversity* Volume 13, Number 1, 2011; pages 4.

² John I. Goodlad, Renata Von Stoephasius, M. Frances Klein, "The Changing School Curriculum". *Advancement of Education*. New York, August 1966; 15.

curriculum development is an instrument to improve the quality of education.³ Since education is crucial to a country's development, it plays a strategic role, despite the fact that some qualities stay consistent.⁴

The curriculum is learning planning. In other words, the curriculum is a guide in teaching and help teachers to carry out educational activities within a certain time, according to Saylor and Alexander explain that the curriculum is an "action plan by students and teachers," a design carried out by students and teachers. By disseminating and interpreting the official, defined curriculum in the classroom, teachers unquestionably play a crucial part in the curriculum development process. Consequently, teachers must be considered by curriculum planners and actively participating in the formulation of the curriculum.⁵ Actions are not limited to subjects but also include activities at school. The curriculum is prepared precisely and clearly and has been adapted to the needs of the current time. If a curriculum is planned, then the goals achieved on target everything that is contained and arranged in the curriculum.

According to PISA (Program for International Student Assessment) findings published in 2019, there has been good growth in Indonesia's educational system.⁶ In order to improve, it is also essential to consider how other nations see education in Indonesia. Additionally, Indonesia has the weakest education system of any government, scoring 62 out of 70. So, although there are numerous explanations, you may conclude that this educational issue is not brand new. The constantly evolving curriculum is one of them. Until the curriculum in Indonesia was ultimately given a name,

³ Restu Rahayu, et all., "Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak", *JURNAL BASICEDU*, Vol. 6 No. 4 (2022), 6314.

⁴ Hidayat, R., & Patras, Y. E. "Evaluasi system pendidikan nasional Indonesia". 2013. In *International Seminar on Quality and Affordable Education (ISQAE)*, Volume 2, pages 79.

⁵ Roy Shuker, "Teachers as Curriculum Developers: An Aspect of Extended Professionalism", <https://journals.sagepub.com/doi/pdf/10.1177/144078338001600216?download=true> (retrieved on September 25, 2022)

⁶ Anonim, "Hasil PISA Indonesia 2018: Akses Makin Meluas, Saatnya Tingkatkan Kualitas", <https://www.kemdikbud.go.id/main/blog/2019/12/hasil-pisa-indonesia-2018-akses-makin-meluas-saatnya-tingkatkan-kualitas> (retrieved on September 19, 2022)

such as the curriculum from 2006, the curriculum from 2013, and the most recent curriculum as of right now, the autonomous curriculum.

Transformation cannot be considered out for a variety of factors, including the curriculum. In order to solve the learning crisis, which all educations level are now experiencing and which is largely caused by the pandemic, participants' poor learning outcomes characterize this crisis. Also, governments are displeased with the school's performance and are continuously seeking to improve it.⁷ Related to the national education system is currently attempting the Merdeka curriculum to accommodate the nation's progress and prepare it to adapt to changing circumstances. According to Mr. Nadiem, teachers have been engaged with administrative duties and standardizing for a lengthy period of time, limiting them from creating suitable students. The Merdeka curriculum aims to provide students the opportunity to learn without feeling rushed and concern in students abilities. In other words, Ministry of Education and Culture, to enhance the quality of education in Indonesia, is making efforts to reform learning by designing a Merdeka curriculum which gives schools, teachers and students the freedom to be free to innovate, free to learn independently and creatively. The concept of Merdeka curriculum is also the answer to problems in the learning practice process⁸, these educators are facilitated in administration and given freedom in how to design and assess student learning, openness to all obstacles experienced by educators such as making lesson plans. The education system aims to make education more equal in a nation. Teachers do the mentor and educate children to assist them become thoughtful, extremely knowledgeable, creative, responsible, and socially capable individuals. The relationship between teacher and student is a topic of study within the concept of independent learning.⁹ Participants and

⁷ M, Asri. "Dinamika Kurikulum di Indonesia" *MODELING: Jurnal Program Studi PGMI*, Volume 4, Issue 2, September 2017; p-ISSN: 2442-3661; e-ISSN: 2477-667X; pages 192-202.

⁸ Yamin, M., & Syahrir. (2020). *Jurnal Ilmiah Mandala Education*. *Jurnal Ilmiah Mandala Education*, 6(1), p. 127.

⁹ *Ibid*, p. 127.

teachers can determine the optimal method of instruction for each student through collaboration. This concept of free learning aims to provide teachers with more opportunity and time to explore their own potential and the potential of their pupils. With this concept of independent learning, the strong student participant is aware that he is no longer a primadonna. The objective of this student is to develop students who think critically, creatively, and innovatively.

Teachers have a great and challenging duty. In the national education system, teachers are tasked with creating the nation's future, yet they are given too many rules instead of help. Teachers desire to assist students in pursuing delay in the classroom, but time is running out to pursue administration with no visible rewards. Teachers understand that the potential of pupils cannot be assessed by test scores, but they are driven by numerous stakeholders to track numbers. Teachers want students to acquire knowledge from the world beyond the classroom, but the educational program concentrates on the destination. Teachers are extremely frustrated by the fact that in the real world, children's success is determined by their ability to cooperate and contribute, not their capacity to remember. Teachers are aware that each student has unique requirements, yet diversity trumps diversity as a bureaucratic concept. Teachers are hope each kid to be motivated, but they are not trusted with the capacity for creativity.¹⁰ Merdeka learning is present in giving teachers and students with solutions.

Additionally, due to its significant role in today's world, English must be taught to pupils, especially those in elementary school. It is driven by three things: English as a necessity for all Indonesian children, alignment of the English curriculum, and equal distribution of learning quality.¹¹ English proficiency is a fundamental ability that all children in Indonesia

¹⁰ "2019 National Teacher's Day Commemorative Flag Ceremony Speech," 22 November 2019, Ministry of Education, Culture, Research and Technology, <https://www.kemdikbud.go.id/main/blog/2019/11/pidato-mendikbud-pada-upacara-bendera-peringatan-hari-guru-nasional-tahun-2019> (retrieved on February 10, 2023).

¹¹ Dwi Nurani, *et al.*, *Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar*. (Jakarta: Tim Pusat Kurikulum dan Pembelajaran BSKAP, 2022), p. 25.

should acquire to be able to interact across cultures and between countries and to take an active part in the global society. The quality gap in learning between students and between educational institutions may also be influenced by English proficiency.

As the result of preliminary research, the researcher found the positive vibes at SDN 1 Purwanegara, where the researcher conducted the research, there are two classes which been used Merdeka curriculum. That is grades 1st and 4th. Based on preliminary research that have been made, the researcher interviewed and get the information from the English teacher 4th grade that students were active and interested on following the class because the materials were covered by using a simple sentence and the book contained of image and example, so that students can easily comprehend and respond to visual, written, or audible materials in English. The material in Merdeka curriculum is more focused in specific purposes especially in English lesson, all students should comprehend the using of language for daily life which is combine by simply language to make students easier. Several studies (Rodiyah R, 2021; Mila Yaelesari & Vera Yuni Astuti, 2022; Restu, *et al.*, 2022; Dindin A, *et al.*, 2022; Evi Hasim, 2020; M Fakhri Khusni, *et al.*, 2022) have already discussed the implementation of Merdeka curriculum. However, no studies are focusing on the implementation of the Merdeka curriculum in English subjects, especially for elementary schools.

The implementation of the Merdeka program in the classroom has not been seen to go well, especially in elementary schools. In an ideal world, the Merdeka curriculum can be put into place with a range of learning tools, and the teacher should be able to use them to find out what he or she can do before teaching it to the students. But when the English teacher taught, it is clear that the teacher has not learned some English materials. That were proved from pre-research by the researcher that the teacher had not mastered his English skills.

In line with the after mentioned background, the researcher is motivated to conduct research just on implementation of the Merdeka

curriculum in the English subject in order to recognize the development of the current curriculum and the obstacles that come with implementing the Merdeka curriculum, given that not all schools use the Merdeka curriculum, in which the curriculum is progressively implemented. As a result, elementary school is slowly moving according to its school needs and situation.

B. Clarification of Key Terms

The clarification contains important keyword terms to provide guidelines for the research to be carried out. In addition, the fulfillment of this research is controlled by a variety of additional terms. They are:

1. Merdeka Curriculum

The Merdeka curriculum aims to provide students the opportunity to learn without feeling rushed and concern in students abilities. The education system aims to make education more equal in a nation. Teachers do the mentor and educate children to assist them become thoughtful, extremely knowledgeable, creative, responsible, and socially capable individuals. To accommodate the nation's progress and prepare it to adapt to changing circumstances, the national education system is being restructured through the implementation of this Merdeka curriculum.¹²

2. Teaching English

The teaching process requires interaction between the teacher and the students. Also, teaching can be defined as the process of train the individual through the formation of habit, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests.¹³ The concept of Merdeka curriculum for teaching English in elementary school especially for phase B has the objective; comprehending and responding to simple oral and visual texts in English. Students develop

¹² Yamin, M., & Syahrir, Op.cit., pages 127.

¹³ Adam S. Bennion, *Principle of Teaching* (New York: The General Boards of The Auxiliary Organizations of The Church, 1952), p. 12.

their speaking skills by following/responding to simple instructions or questions in English and sharing simple vocabulary. Students respond orally and in simple writing to various texts/images using visual and non-verbal communication tools. Students in Phase B are able to interact using basic English.¹⁴

3. English Instruction for Young Learners

Young learners are anyone under the age of 14 years. A fact, the notion of young learners is still mainly defined by the number of years spent in primary or elementary school prior to additionally high school. Teaching English to Young Learners (TEYL) is a fast-growing subject across the globe. Moreover, English instruction keeps expanding at the basic level. Earlier research on second or foreign language acquisition suggested that there was a "critical phase" or "sensitive period" prior to puberty during which children could gain local proficiency in some kind of a different language. This idea also broadly accepted among people because considered that children may "learn" a word with ease, can work with others and learn from others,¹⁵ frequently remembering his personal distress with being able to comprehend other word.

C. Research Questions

There are two focuses in this research, that is:

1. How does the English teacher implement the Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara Banyumas?
2. What are the obstacles to implement the Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara Banyumas?

¹⁴ Kemendikbudristek BSKAP. *Salinan Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini Jenjang Pendidikan Dasar dan Jenjang Pendid.* (Jakarta: In Kemendikbudristek BSKAP RI, 2022). Issue 021, p. 155-156.

¹⁵ Joan Kang Shin and JoAnn (Jodi) Crandall, *Teaching Young Learners English: From Theory to Practice* (United States: Heine Cengage Learning, tt), p. 4.

D. Aims and Significances of the Study

This research has several aims and significances that make it more valuable in the future:

1. The aims of this study are:
 - a. To describe the implementation of the Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara Banyumas
 - b. To know the obstacles while implementing the Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara Banyumas
2. The significances of this study are:
 - 1) Theoretically
 1. It is projected that the findings of this study expand knowledge, experience, and insight into the implementation of the Merdeka curriculum in teaching English, notably in primary schools
 2. It can be used as a guide for more study.
 - 2) Practically
 1. For writer
To impart new knowledge and direct experience to the writer. Therefore, it can increase knowledge and serve as a more concrete reference if the writer subsequently becomes involved in the world of education, particularly in implementing the Merdeka curriculum in teaching English to elementary school students.
 2. For teacher
To provide English teachers with an overview of the implementation of the Merdeka curriculum in the English classroom. In addition, it is a motivation for teachers to increase their professionalism and gain experience in how to teach according to the Merdeka curriculum. So that it may

be used to develop both knowledge and the capacity to organize the instruction and learning process.

3. For other researchers

This research can help other researchers to find references for further study. In addition, researcher can help them in developing the science literature and research especially about Merdeka curriculum.

E. Previous Studies

The researcher explores this topic based through several particular the essential, including a number of journals and previous study. The comparison with preliminary research investigations provided the following results:

The first, thesis entitled "Teachers' Perceptions About the Concept of Merdeka Learning by Mendikbud Nadiem Makarim in Islamic Religious Education at MTs Negeri 3 Sleman" from Atika Widyastuti, a student majoring in Islamic Education at the Islamic University of Indonesia, Yogyakarta 2020. This study used qualitative descriptive to describe how the real condition in field setting. In addition, data for this study were acquired using the triangulasi methods; observation, interview, and documentation. The study examines the perspectives of PAI teachers about Merdeka learning as the current curriculum. Teachers assumed that Merdeka curriculum very helpful to change or minimize of making or lesson plan because in early, lesson plan should more minimize. Students and teacher are having a freedom in doing the class because system of education is depending on learning needs of school. However, there is perception that Merdeka curriculum nothing good always while implemented because in a few of school facilities and condition are not supported to do it. The similarities with this research are talking about Merdeka curriculum as the current curriculum in early. Also, there is something different in this research which discuss about the implementation of Merdeka curriculum

especially in English subject, and explore difficulties while implement that curriculum, instead of perception.

Second, an article “Curriculum Innovation “Independent Learning” In The Era of Society 5.0”. This article aimed to know what are the main from Merdeka curriculum and what the innovation in this curriculum that have developed. Written by Mira Marisa student of Islamic Education Management Master Program, UIN Raden Fatah Palembang, South Sumatera 2021. The study used is literature study technique, in the form reference sources from books, journals, and so on. The result describe that the curriculum today is focus about free to learn, which is strives to the role of technology which is human’s need today. So that, those kind of technology can integrate to another. The policy of independent learning is intended to make learning process more enjoyable and less boring. From the data were collected, have similarities which talking about Merdeka curriculum, moreover, focus of study is different, from the article told to know about main innovation in Merdeka curriculum, but in this study focused on the implementation of Merdeka curriculum in teaching English subject at 4th grade SDN 1 Purwanegara Banyumas.

Third, an article "Implementation of the Merdeka Learning Curriculum at MIN 1 Wonosobo.” This article aimed to know how to implement the Merdeka learning curriculum at MIN 1 Wonosobo based on KMA Number 183 and 184 in 2019. Written by Muhammad Fakhri Khusni, Muh Munadi and Abdul Matin students of Raden Mas Said University Surakarta 2022. Subject of this study is MIN 1 Wonosobo, the study used a descriptive qualitative to describe a holistic data in words, and language in science context. Observation and document analysis were used to compile the data. MIN 1 Wonosobo is the result of this study which do not implement Merdeka curriculum yet, because there is data which is showing that so many weight of learning and teaching. From the data were collected, have similarities which is to know how the implementation of Merdeka curriculum, moreover, focus of study is different, from the article told that

tried to analyze the implementation of Merdeka curriculum in a whole subject, but in this study focus in English subject. So that, researcher explores to know how to implement the Merdeka curriculum in English subjects at 4th grade SDN 1 Purwanegara Banyumas.

Fourth, an article “The Implementation of Merdeka Curriculum on Students Learning for all Subjects (case study of face-to-face learning at SMK INFOKOM Bogor), aimed to know about the implementation of Merdeka curriculum for all subject. The study written by Mila Yaelasari and Vera Yuni Astuti, Indraprasta University 2022. Subject of this study is SMK INFOKOM Bogor. The research method used qualitative design and library approach study. The result show that to implement the Merdeka curriculum which is give so many freedoms for teacher and student in learning, they are used a forum group discussion to take so many chances on delivering opinion and experience. Also, in the process of using the way FGD, teacher and student feel the benefit of that, so they understand to arrange the learning scenario using a school library as learning source for reach the goals. The similarity is both are discussing about the implementation of Merdeka curriculum, However, the subject of the research is a broad topic, but this research focuses on the English language. So, this research focused on how to implement the Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara Banyumas.

Then, an article “English Teachers’ Readiness in Implementation of ‘Merdeka Belajar’ Curriculum in Teaching English at Junior High School in Padang”. This study sought to examine the readiness of English teachers and the obstacles they encountered in implementing the Merdeka curriculum. Written by Sania Tricahyati¹ and M. Zaim, English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Padang 2023. Subject of this study are Thirteen junior high school English teachers from eight piloting schools (Sekolah Penggerak) in Padang. Quantitative analyses were employed in the research which using likert scale approach to measure the questionnaire and calculated in the

average score. The results from quantitative analysis showed that teachers' readiness to implement the curriculum in level 3 or in category ready but need a little improvement with average score 3,20. The interview result showed that teachers have obstacle in formulating learning outcomes and applied differentiated learning in the process in teaching learning. Even the teachers is in category ready, they still need workshop and training which focused on assessment and utilization IT to help teacher create interactive media, so the teacher be more prepare to implementation of Merdeka curriculum. Besides, this research focused on the implementation of Merdeka curriculum at 4th Grade SDN 1 Purwanegara Banyumas.

Then, an article “Problems Of Implementing the Independent Curriculum in The Subject of Islamic Religious Education at SDN Selajambe 3 Sukaluyu Cianjur”. The purpose of this study was to examine the implementation of the independent curriculum in the subject of Islamic Religious Education (PAI) at SDN Selajambe 3 Sukaluyu Cianjur, as well as the implementation problems that arise. Written by Fitriyani Kosasih, Yeti Suparmika, Helmi and Nur Azizah, Universitas Islam Nusantara Bandung, Indonesia, 2022. Subject of this study is PAI teachers of SDN Selajambe 3 Sukaluyu Cianjur. This research uses a type of qualitative research with a descriptive analysis approach. The results of this study are implementing the independent curriculum, PAI teachers still find it difficult to change their mindset or old habits in teaching, they are still carried away by the learning atmosphere in the 2013 curriculum and they still do not understand in detail regarding differentiation learning so they find it difficult to apply it in learning because PAI requires a focus on practical learning as a whole because in the subject of Islamic Religious Education there are several worship materials that require practice for maximum results. PAI teachers are also confused by the many different kinds of learning tools that must be done before learning. The solutions for dealing with these problems are PAI teachers broaden their knowledge and try new things including various methods of learning, increase teaching creativity

and are also diligent in participating in workshops and sharing with other teachers. This study is similar with the researcher which is try to describe the Implementation of Merdeka curriculum at elementary school level. However, subject of the lesson is different, while this research focus in English subject.

Also, an article “English Education at Elementary School in Japan”. This study aimed to discuss the implementation of English education in elementary school in Japan and to find what challenges faced by the implementation of English education in elementary school. Written by Novita Triana (Universitas Negeri Malang) and tanty25@yahoo.com (Universitas Lambung Mangkurat), 2017. This study used library research, so reviewed some articles and book chapter regarding teaching English at elementary school in Indonesia and Japan, and the principles of teaching English to young learners (TYL). Finally, it relates the discussion of English education at elementary school to Indonesian context. The similarity between both of study is discuss about teaching English to young learners in elementary school. However, there are differences, that is; the method of study is used library research, then in this study used qualitative descriptive including observation, interview and documentation for the data. Moreover, subject of this study are a whole elementary school in Indonesia and Japan. In contrast, the researcher used one of elementary schools in Purwokerto district. Especially in Merdeka curriculum context.

More, an article, “Speaking Problems in English Communication”. This study aimed to know about obstacles students encountered in english communication. Written by Fika Megawati and Vidya Mandarani, Universitas Muhammadiyah Sidoarjo. Subject of this is study is 17 students of the sixth semester in English Study Program of Universitas Muhammadiyah Sidoarjo. Qualitative used as a method to collect the data. The results indicate that the students have difficulty communicating in English due to a lack of vocabulary mastery, poor command of grammar, and nervousness. It follows from this finding that expected the students to

make some effort to overcome their difficulties. First, reading should be emphasized more in order to acquire a large vocabulary. Second, practicing Grammar should be increased. Thirdly, increasing the frequency with which they use English in their everyday communication contributes significantly to boosting their self-assurance. In a nutshell, in order to master English Speaking, students must identify their problems in order to solve their communication difficulties. The similarity with this study is talking about problems when learn English, however the differences is about Merdeka curriculum. Whereas the differences about the implementation of Merdeka curriculum in teaching English at 4th Grade SDN 1 Purwanegara Banyumas.

Then, an article “The Implementation of Merdeka Learning in Piloting School”. This study aimed to find and collect data regarding the implementation of the Merdeka curriculum in piloting school. Written by Restu Rahayu, Rita Rosita, Yuyu Sri Rahayuningsih, Asep Herry Hernawan, and Prihantini, Universitas Pendidikan Indonesia, 2022. Subject of this study is one of diving school in Bandung. The study employed a qualitative descriptive approach. The data was compiled through interviews and observations. The result show that the headmaster and teacher is a key to guide and inspire teachers to move better and need cooperate each other in implement the new curriculum more optimized. Merdeka curriculum being a similarity between both of study. Also, the different is talking about role of headmaster as a key to be a guide in doing the activity in school. As we know that in early all the curriculum given to teacher, so that they can organized the structure of curriculum based on situation and needs of that school. However, the researcher did the research about the implementation of Merdeka curriculum in English subjects at 4th grade SDN 1 Purwanegara Banyumas.

In addition, thesis entitled “An Analysis of English Teachers’ Difficulties in Implementing Merdeka Curriculum Indonesia”. This study aimed to analyze the English teachers’ difficulties in implementing Merdeka curriculum. Written by Hasna’ Maulida, UIN Purwokerto, 2023. Subject of

this study are English teachers in Indonesia which data collected with library research in qualitative method. The results shows that English teachers' difficulties in implementing Merdeka curriculum were divided into six categories. First, English teachers' difficulty in understanding Merdeka curriculum. Second, English teachers' difficulty in dealing with the lack of monitoring and evaluation by the government. third, the difficulty in designing the lesson plan. Fourth, the difficulty faced by English teachers in dealing with the lack of school readiness. Fifth, the difficulty dealing with students inhibitions. Sixth, the difficulty in applying new curriculum policy in the process of teaching and learning. Merdeka curriculum being a similarity between both of study. Also, the different is talking about role of headmaster as a key to be a guide in doing the activity in school. As we know that in early all the curriculum given to teacher, so that they can organized the structure of curriculum based on situation and needs of that school. However, the researcher did the research about the implementation of Merdeka curriculum in English subjects at 4th grade SDN 1 Purwanegara Banyumas.

Also, thesis entitled "The Implementation of Merdeka Curriculum in English Teaching Learning at the seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023. Written by Arum Ambar Sari, Universitas Islam Negeri Raden Mas Said Surakarta, 2023. This study aimed to describe the implementation of the Merdeka curriculum in English teaching learning and to find the teacher's problem during the implementation of the Merdeka curriculum in English teaching and learning at the seventh grade of SMPIT Insan Mulia Surakarta in the academic year 2022/2023. This study used qualitative descriptive method. The data were collected through observation, interview, and documentation. The results of the study show that the Merdeka curriculum has been implemented in English teaching learning. The teacher makes *Alur Tujuan Pembelajaran* and *Modul Ajar* based on Merdeka curriculum. The teacher also implemented a learning cycle and conducted an assessment based on the

Merdeka curriculum. Learning components in the form of objectives, materials, methods, media and evaluation have been fulfilled in English teaching learning. The problem faced by the teacher are the limited time to design differentiated learning based on the individual needs of students and the teacher cannot maintain student enthusiasm until the end of the lesson. The location between both of this study become the differentiation, and the similarity is about the implementation of Merdeka curriculum in teaching English and its challenges.

The last, related study was conducted by Fieka Nurul Arifa (2022) with the title "Implementation of Independent Curriculum and its Challenges". This study aimed to determine the implementation and difficulties in implementing the Independent Curriculum. The research findings shows that the Independent Curriculum is implemented as an additional option in the recovery of education after the COVID 19 pandemic, all stakeholders must work together to have a meaningful impact. The readiness of competencies, skills, mindset of educators as education implementers, and the readiness of facilities and infrastructure are some of the problem associated with the implementation of the Independent Curriculum. The differentiation between both this study is in the subject, and the similarity is about the implementation of Merdeka curriculum in teaching English.

F. Organization of the Paper

The researcher organizes a systematic discussion of the main aspects of language, which is separated into the following five chapters, in order to make the research more accessible and reveal its contents.

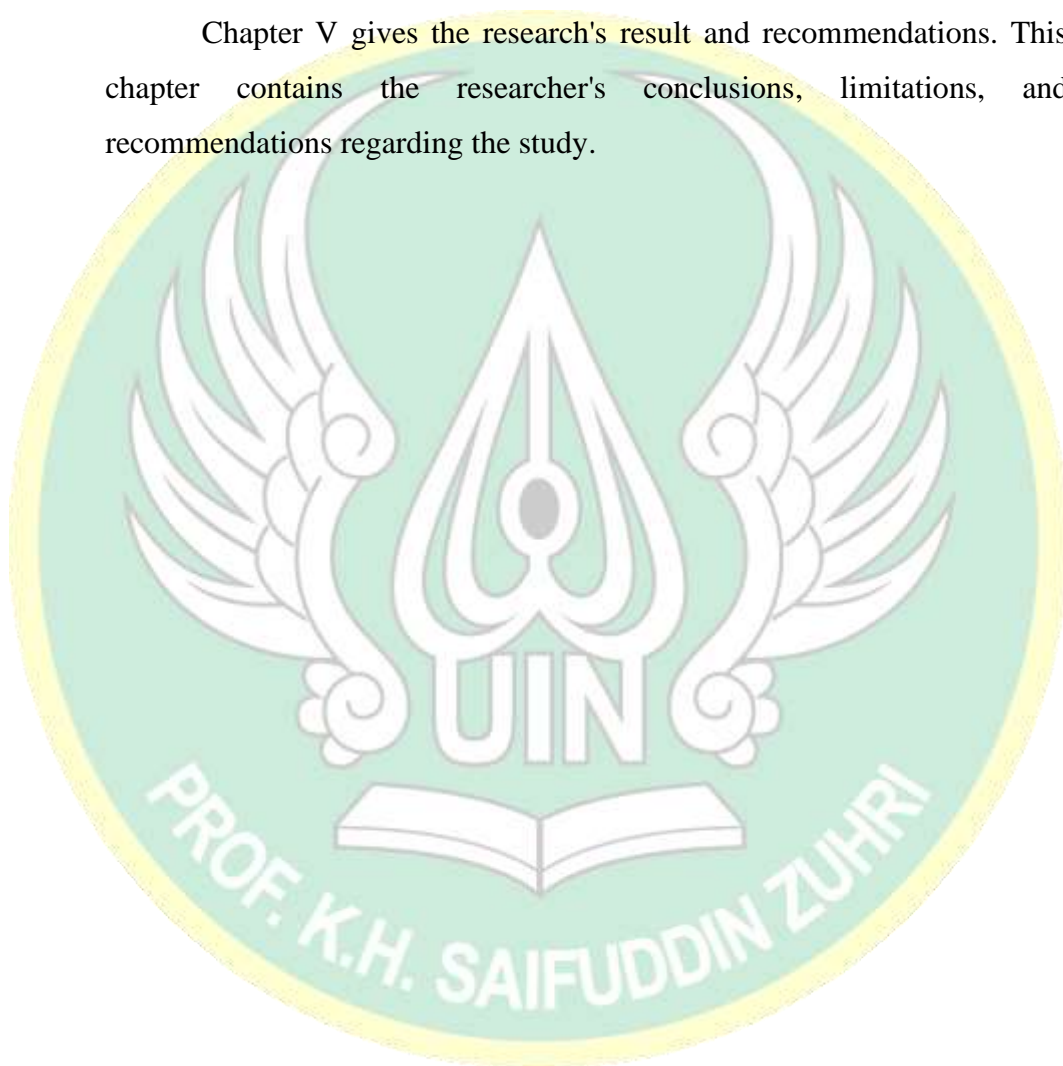
Chapter I presents introduction. It consisted of background the study, clarification of key terms, research questions, aims and significances of the study, previous study, and organization of the paper.

Chapter II explains the theories of Merdeka curriculum, teaching English, and teaching English to young learners.

Chapter III describes the research method and deals with the research design, research site and participants, object and subject of the study, data collection technique, data analysis and triangulation.

Chapter IV examines the implementation of the Merdeka curriculum in teaching English, and also the obstacles encountered during implementation at the fourth grade SDN 1 Purwanegara Banyumas.

Chapter V gives the research's result and recommendations. This chapter contains the researcher's conclusions, limitations, and recommendations regarding the study.



CHAPTER II

LITERATURE REVIEW

Chapter two is the subsequent segment that succeeds the introductory section. Chapter two of this study delves into the examination of relevant literature pertaining to the topic at hand. It includes the following components: concepts of Merdeka curriculum, teaching English in elementary school, and teaching English to young learners.

A. Concepts of Merdeka Curriculum

The Merdeka curriculum encompasses various key points within its conceptual framework. It includes the following points: definitions of Merdeka curriculum, legal fundamental in the implementation of Merdeka curriculum, the advantages of Merdeka curriculum, the principles of teaching and learning and curriculum structure

1) Definitions of Merdeka Curriculum

To develop an education level in Indonesia, the Ministry of Education and Culture announced the Merdeka curriculum or freedom-learning policy in the beginning of 2020 because of the effect by recent Corona pandemic has had a significant impact on education, particularly the teaching-learning process.¹⁶ The Merdeka Curriculum was created as one of the government's commitments to alleviate the country's extended learning issue. Teachers Students' poor learning outcomes, even in fundamental areas like reading literacy, are a defining feature of this crisis.¹⁷ Merdeka curriculum is curriculum that provides various teaching and learning. This

¹⁶ Irra Wahidiyati, "Students Perception of The Full Online Learning Quality During The Corona Pandemic" *Tarling: Journal of Language Education*, December 2020, Vol. 4, No. 1. p. 38.

¹⁷ Yuni Pratikno, *et.al.*, "Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education". *Jurnal Iqra': Kajian Ilmu Pendidikan*, Vol, 7 No, 1. (2022). 329.

curriculum focused on essential content so that student have more time to expand a concept and empowerment themselves competencies.¹⁸

2) Legal Fundamentals in the Implementation of Merdeka Curriculum¹⁹

The implementation of the Merdeka curriculum follows a specific trajectory, especially in consideration of the subsequent regulations:

- a) Permendikbudristek No. 5 of 2022 concerning Graduate Competency Standards Early Childhood Care and education, Elementary and Secondary Education.
- b) Permendikbudristek No. 7 of 2022 concerning Content Standards Curriculum Implementation Guidelines in Early Childhood Education, Elementary Education Levels, and Secondary Education.
- c) Kepmendikbudristek Guidelines for Implementing Curriculum in the Context of Learning Recovery, No. 56 of 2022.
- d) Decision of the Head of BSKAP No. 008/H/KR/2022 of 2022 on Early Childhood Education, Primary Education, and Secondary Education Learning Outcomes in the Merdeka Curriculum.
- e) Decision of the Head of BSKAP No.009/H/KR/2022 of 2022 on the Pancasila Student Profile Dimensions, Elements, and Sub-Elements for the Merdeka Curriculum.

3) The Advantages of Merdeka Curriculum²⁰

The implementation of the Merdeka curriculum during the educational process offers several advantages, including:

- a) Simpler and deeper

¹⁸ Dwi Nurani, *et al.*, *Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar...*, p. 2.

¹⁹ *Ibid*, p. 3.

²⁰ *Ibid*, p. 5.

Focus on essential materials and development competence of learners in the phase. Learn to be more deep, meaningful, unhurried, and enjoyable.

b) More independent

Teachers can teach according to the stage of achievement and development learners. Schools have the authority to develop and manage curriculum and learning in accordance with characteristics of the education unit and students.

c) More relevant and interactive

Learning through project activities provide more opportunities for students to be active explore actual issues for example environmental, health, and more to support development character and competence Pancasila Student Profile.

4) The Principles of Teaching and Learning²¹

Furthermore, the implementation of the Merdeka curriculum is accompanied by a set of learning and teaching principles:

- a) The design of learning takes into consideration the stage of development and the current level of student success, as well as the qualities and different student progress, so that learning becomes relevant and enjoyable.
- b) Lessons are developed and taught to encourage the aptitude to be successful learners.
- c) Encouraging the comprehensive development of students' ability and personality during the learning process.
- d) Relevant learning, that is, learning organized according to students' context, environment, and culture, as well as community and parent involvement.

²¹ *Ibid*, p. 29.

e) Future-oriented learning that is sustainable.

5) Curriculum structure²²

The incorporation of phase division into the Merdeka curriculum is a recent development, wherein primary school education is organized into three distinct phases:

a) Phases division. The SD/MI framework of the program is separated into three phases:

- 1) Phase A is generally for grades I to II SD/equivalent.
- 2) Phase B is generally for grades III to IV SD/equivalent.
- 3) Phase C is generally for grades V to VI SD/equivalent.

Learning outcomes are arranged per phase, not per level/year. So that teachers have the flexibility to complete learning outcomes

b) Learning approach in Merdeka curriculum

Based on the “Buku Saku Tanya Jawab Kurikulum Merdeka Kemendikbud RI,” the thematic approach is still used, but does not become an obligation. Education units may use other approaches according to their conditions and needs.

B. Teaching English in Elementary School

1) Teaching English in Elementary School

Current world is the world that has been restricted by numerous scientific and technological advancements.²³ The world is not divided by geographical region, but rather by territorial cooperation and global interests. English is used in all forms of international communication, according to the majority of people. The business world utilizes the output of language learners. The business world also requires English proficiency

²² *Ibid*, p. 8.

²³ Yulian Purnama, “English Removal for Elementary School in 2013; A Careless or Careful Step?”, *Journal Leksika*, Vol. 8 No. 1 (2014), p. 34.

from hired labor. There is a tendency for them to also require a second foreign language. It also does not imply that the Indonesian business community is undervalued, but only because of global demands.

The international dialect of communication is English that is one of the required subjects taught in Indonesian primary schools, with the goal of educating pupils with English language skills as a worldwide communication tool. In today's world, English is a vital part of the Indonesian educational curriculum. The objective is to serve as a means of communication between countries with linguistic and cultural diversity. The English language provides us with a huge movement space to integrate into the global community of world societies. Even in some regions, English is crucial. Therefore, it should be introduced to elementary school pupils as early as possible. With the correct method, learning English create enjoyable situation, also enhance their understanding of the English language.

The Decree from the Minister of Education and Culture No. 060/U/1993 dated February 25, 1993 regarding the possibility of the English program as a local content subject SD stipulates that teaching English to elementary students in Indonesia can begin as early as the fourth grade. Because of the need to participate in the globalization era, this policy was adopted. During its development, the first English language has been the subject of local content options that have become compulsory in some regions. Additionally, English classes, which originally began in fourth grade, will now begin in grades 1, 2, and 3.

The purpose of English language education at elementary school is to build language skills accompanied by action. In elementary school, English is used for communication. The subject of his speech relates to elements of the situation's context. In this case, students are encouraged to practice interacting with their peers so that elementary school students do

not have difficulty speaking English, as language learning should essentially involve regular speaking practice and can speak well in its pronunciation.²⁴

Entering the era of globalization, also known as the free market, necessitates the preparation of reputable resources, particularly in the field of IPTEK. Faced with the demands of a highly competitive global environment, it requires enough understanding to know this. English plays a crucial role in mastering the science of communication and interacting directly with the global community. By teaching English to elementary school children, children gain a greater understanding of the global community. With only one language, English, children are able to travel the globe, despite the fact that English is a second language in many countries. The benefits of learning English may not be readily apparent while a child is still in elementary school, but it extremely advantageous for the child's future, as he or she capable to move on to the next level of education without difficulty, having acquired the necessary skills in primary school.

In Merdeka curriculum, there are phases to divided the class. Especially for grade 4th is called phase B. In phase B, students realize that oral English can aid them in interacting with others in social situations and the classroom setting. Students develop their speaking skills by following/responding to simple instructions or questions in English and exchanging simple vocabulary. In this phase, pupils use visual and/or hearing aids to facilitate verbal and nonverbal communication. The students comprehend that reading can be a pleasurable individual or group activity. They comprehend that the images in the texts read by the teacher or observed by the students have significance. They respond verbally, visually, or nonverbally to simple text read aloud or images viewed.

In Merdeka curriculum, objectives of learning English are according to the phases of class. In 4th grade is phase B. Phase B concludes with

²⁴ Elsy Jesti Mutji, "Pentingnya Belajar Bahasa Inggris Sejak Dini", <https://widyasari.press.com/pentingnya-belajar-bahasa-inggris-sejak-dini/> (retrieved on May 9, 2023).

students comprehending and responding to simple oral and visual texts in English. Students develop their speaking skills by following/responding to simple instructions or questions in English and sharing simple vocabulary. Students respond orally and in simple writing to various texts/images using visual and non-verbal communication tools. Students in Phase B are able to interact using basic English. The objective of education can be broken down into several components²⁵:

a. Listening-Speaking Element

By the end of Phase B, students are able to use English to interact in a variety of predictable social and classroom settings using specific sentence patterns. To participate in classroom routines and learning activities, such as expressing sentiments, expressing needs, and requesting assistance, they alter/replace certain sentence elements. They identify essential information in oral presentations with visual support and familiar vocabulary. Using visual signals, they follow a series of simple classroom procedures and learning activities instructions.

b. Watching-Reading Element

At the conclusion of Phase B, students comprehend normal vocabulary with the aid of visuals/illustrations. They read and respond to a variety of brief, simple, and familiar print or digital texts, including visual, multimodal, and interactive texts.

c. Writing-Present Element

At the conclusion of Phase B, students express their thoughts and experiences through illustrations and copied writing. With the assistance of teachers, students generate simple descriptions and procedures using simple words/phrases and images. In writing simple vocabulary related to their classroom and home environments, they develop spelling.

²⁵ Kemendikbudristek BSKAP, Op.cit., p. 155-156.

2) Definition of Teaching

Teaching, may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”²⁶

In implementing the teaching and learning process, especially in educational interaction phases theory, R.D Connors mentioned that there are three steps that teacher should consider²⁷:

a) Phases of Pre-Teaching

The first phase is pre-teaching or the planning phase. Teachers must create an annual curriculum implementation plan, semester program, lesson unit plan, and teaching program plan during this phase.

b) Phases of Inter-Teaching

This phase involves interaction between teacher and students, students with students, students with pupils, pupil in a group, or student individually. This phase entails the execution of what has been planned. Several factors must be considered at this stage of instruction, including:

1. Class administration and control
2. Information delivery
3. Use of verbal and nonverbal behavior
4. Stimulate the child's response
5. Consider the principles of learning
6. Identification of learning issues
7. Consider individual differences
8. Assess interactional activities

c) Phases of Post-Teaching

²⁶ H. Douglas Brown, *Principles of Language Learning and Teaching* (United States of America: Pearson Education Inc, 2014), p.8.

²⁷ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: PT Asdi Mahasatya, 2014), p. 53.

After a face-to-face meeting with the students, this phase entails an activity or action. The following are among the acts of teachers that appear on stage after teaching:

1. Assess the work of children.

Assessment is an activity that cannot be separated from the work a teacher must complete after teaching. The teacher must administer a written, verbal, or acts/acts test, among others, in order to evaluate the effectiveness of his or her instruction. Quantitative or qualitative analysis may be utilized for evaluation purposes.

2. Evaluate teaching performance

The work of the teacher must be evaluated by the teacher. The teacher requires the integrity of one's judgment. Assessment focuses on aspects such as teaching styles, the structure of delivery of learning materials, the use of methods, the accuracy of formulation of learning objectives, and the precision with which tools and teaching aids are utilized.

3. The next meeting will be planned.

Making teaching plans is not the same as teaching, but a policy document must be created as a template. This policy document is the result of the evaluation of the child's work (product evaluation) and the evaluation of the teacher's teaching (process evaluation). The components to be considered in the planning of instruction are the accuracy of the formulation of learning objectives, the consistency of materials with the purpose of learning, the selection of accurate methods, the use of teaching tools, the selection of learning sources, and the application of evaluation procedures, types, and tools in accordance with the formulations of learning objectives.

3) Principles in Teaching English

English is language in the whole world and become international language to communicate each other. Moreover, the most significances language is how the usefulness in daily especially for academic. Therefore, before teach English language, as a teacher should concern the principles of teaching English. Here, there are 6 principles²⁸:

- a. Know your learners. To better engage students in the classroom and better plan and execute lessons, teachers acquire a foundational understanding of the families, languages, cultures, and educational backgrounds of their students.
- b. Create conditions for language learning. Teachers provide an environment in the classroom that encourages pupils to feel at ease. To facilitate language acquisition, they evaluate the physical environment, the available resources, and the community engagement of students.
- c. Design high-quality language lessons. Teachers construct courses that facilitate language acquisition, teach students how to study, and encourage critical thinking. The learning objectives guide the development of these lessons.
- d. Adapt the delivery of lessons as needed. Teachers often assess their pupils' achievement of learning objectives while they educate by observing their responses and considering how well they've met the objectives. If students are having difficulty or are not being appropriately challenged, teachers assess the likely causes and modify their lessons.
- e. Monitor and assess student language development. Different language learners acquire the language at varying rates; hence, in order to encourage their learning effectively, teachers must

²⁸ “Teaching on Principle: An Introduction to The Six Principles for Exemplary Teaching of English Learners” *Languagemagazine.com*, April 2018, p. 35.

frequently examine their language development. Additionally, teachers gather data to evaluate pupils' linguistic growth.

- f. Engage and collaborate within a professional community. In order to give their students, the greatest possible programming, education, and advocacy, teachers work together with colleagues from various professions. Additionally, they keep up their own professional learning.

4) Method in teaching English

A method is the practical realization of an approach.²⁹ Moreover, both approaches and methods are the philosophies of teachers regarding language teaching that may be used in the classrooms by employing various language teaching techniques. Methods are the mixture of techniques that are used and plasticized by teachers in the classrooms to teach their pupils.

There are numerous methodologies to teaching English that are appropriate for elementary students, including:

- a. Total Physical Response.

James Asher, a psychology professor at San Jose State University, invented the approach of teaching languages known as Total Physical Response. TPR is an effort to simultaneously teach language through voice and physical movement. TPR is also a successful and enjoyable way to learn languages, particularly for young children. Another method that is frequently utilized in classrooms is TPR. Here, teachers advise pupils to get up, sit down, stroll slowly, point to the door, and other things, and the students follow along. Since the goal of TPR is for pupils to respond to what is told by acting rather than speaking, many teachers doubt its efficacy in an English classroom. This usually causes problems, so some teachers change the directions to include verbal commands like "Say Hurray," "Say Good Morning," "Sing the ABCs," and similar expressions, or others combine

²⁹ R Yinger, "Learning the Language of Practice". *Curriculum Inquiry*. Vol, 17 No, 3. (1987). 62-<<https://doi.org/10.1080/03626784.1987.11075294>.

verbal and physical commands like "Stand Up" with kids standing up and saying "We're Standing Up."

The communication between parents and children frequently takes the form of speech, to which the children respond physically. Children who hear words said directly to them give physically respond (through body language) before beginning to answer verbally. Thus, "Total Physical Response" or TPR can be said to be appropriate for early infancy, when learning is more centered on activities that are directly tied to physical activity and movement. Learners' duty in TPR is to listen and perform what the teacher says, they monitor and assess their own progress. When they are ready to talk, they are urged to do so. Modeling and directing are done by the teacher. The teacher offers chances for learning. The learners quickly become connected in the language and engaged in reacting to it when TPR is incorporated into routines. They very soon realize that they comprehend a lot of material, and as they study, their confidence are grow (Richards & Rodgers, 2001). By giving instructions, establishing routines, and playing games, the teacher assumes the role of a parent, and the pupil then physically reacts to the cue. When providing feedback, the teacher acknowledges the right response, just like a parent would. This supports learning and motivates continued action.

TPR is a potent approach, but it works best when it is accompanied by activities like games, songs, stories, or demonstrations. In this approach, language is acted out rather than spoken. By imitating or by merely reacting to audiovisual cues, for example. The charades and "Simon says" are two well-known games that use this teaching strategy. This approach is particularly effective since it makes learning a language enjoyable. The teacher instructing the class to "take up" the triangle from the table and hand it to "me" or "go rapidly to the door and hit it" is an illustration of whole physical response.³⁰

³⁰ R Yinger, "Learning the Language of Practice" ..., p. 68.

There are several guiding principles of TPR³¹, as below:

- a) The target language should be delivered in parts rather than individually.
- b) Prior to speaking, the pupils' comprehension of the target language should be improved.
- c) Initially, students learn one portion of the language quickly by moving their bodies.
- d) The imperative is a potent linguistic tool that enables the teacher to guide student conduct.
- e) Students can observe and conduct actions in order to gain knowledge.
- f) It is crucial that pupils experience success. Positive emotions and low levels of worry improve learning.
- g) Students should not be required to memorize predetermined procedures.
- h) Corrections should be implemented inconspicuously.
- i) Students must develop the ability to comprehend novel combinations of chunks of the target language. They must comprehend more than just the specific instruction sentences. Novelty is also an incentive.
- j) Language acquisition is more efficient when it is enjoyable.
- k) Spoken language should receive more attention than written language.
- l) Students initiate in conversation when they are prepared.
- m) It is expected that students make mistakes when they first begin speaking. They should be tolerated by teachers. Work on the language's finer points should be postponed until students have attained a certain level of proficiency.

b. Grammar Translation Method.

³¹ Yuli Astutik, Fika Megawati, Choirun Nisak Aulina, "Total physical response (TPR): How is it used to Teach EFL Young Learners?". *International Journal of Learning, Teaching and Educational Research*. Vol, 18 No, 1. (2019). 94<<https://doi.org/10.26803/ijlter.18.1.7>.

Grammar Translation Method is a technique for learning a foreign language by translating sentences from one language to another. Grammar Translation Method describes how language is acquired by reading comprehension, text comprehension, and vocabulary memory.³² In addition, it emphasizes the correctness of grammar and translation, and its primary objective is to enable students to read the target language's literary through self-focus and academic achievement. Some techniques in Grammatical Translation Method are:³³

- a) Explanation of a grammar rule, with example sentences.
- b) Vocabulary, presented in the form of a bilingual list.
- c) A reading selection, emphasizing the rule presented in (1) above and the vocabulary presented in (2).
- d) Exercises designed to provide practice on the grammar and vocabulary of the lesson. These exercises emphasize the conscious control of structure ("focus on", in the sense of Krashen and Seliger, 1975) and include translation in both directions, from L1 to L2 and L2 to L1 Translation (students can translate either orally or in writing the teacher-provided reading passage)

Most grammar-translation classes are designed for foreign language instruction and are taught in the student's first language.

c. Direct Method.

The Direct Method should be linked directly with the target language, without conversion into the original tongue.³⁴ The aim is to supply language learners with an active learning tool for communication. It is useful to state anything in order to grasp the message. Since a learning is acquired taught actively in the classroom, teachers are encouraged to use the target language directly in class rather than translating the instructional materials. Instead of

³² Risnawati Djauhar, "The Grammar - Translation Method , The Direct Method , and The Audio - Lingual Method". *Langua – Journal of Linguistics, Literature, and Language Education*. Vol. 4, No. 1, April. (2021). 84.

³³ Stephen D Krashen, *Principles and Practices in Second Language Acquisition*. (California: Pergamon Press Inc: 1982), p. 127.

³⁴ A. Kablitz, "Boccaccio's Decameron-Novella 2, 3". *Revealing New Perspectives: Studies in Honor of Stephen G. Nichols*. Vol, 5 No, (1). (2022). 37.

explain the meaning, the teacher should tie it to action and example. During this time, students who are learning about the subject are instilling grammatical principles by example and demonstration. This technique includes both teacher-student interactions and student-student interactions. This method emphasizes perfect pronunciation while teaching new vocabulary through the use of familiar words. Students' usage of this language in the classroom is beneficial to their learning because it is widely used and instructionally advantageous. The Direct Approach, also known as the Natural Method, is a popular method that enables students to do a task that enables them to communicate with another person and share or exchange information in a foreign language that consists of a series of sounds or written symbols. The Natural Method, which is used daily for communication, also emphasizes the response question session, which emphasizes the language of instruction. The fundamental objective of this strategy is to concentrate on the meaning of words, expression movements, and linguistic achievement that are directly related to the mental image (Larson-Freeman 1986).

1) Strengths of Direct Method

The direct method has the following strengths:

- a. The force of the motions and expressions.
- b. An appreciation for the English language and its link to meaning and words.
- c. Engage all participants in an activity.
- d. Direct Method personnel can range from low to high class.

2) Weakness of Direct Method

The direct method has the following weaknesses:

- a. Neglect the structured writing job that is completed thoroughly and effectively according to a systematic procedure.
- b. Direct Method is far more costly due to its effect on valuable aids.
- c. This approach is useful in the early stages. It is not performing well in the upper classes.

3) Feature of the Direct Method

The direct method has the following features:

- a. Approach grammar instruction is inductive.
- b. Spoke the language of English.
- c. The impact of the question-and-answer session.
- d. Teaching theory and vocabulary.
- e. Visual materials.

4) Ways of Direct Approach

The direct method apply as follows:

- a. Trying to read extremely loud so that others may hear you.
- b. Question & answer time.
- c. Dictation
- d. Fill in the blanks task.
- e. Learners self-correction.
- f. Oral interaction.
- g. Language skills (reading, speaking, listening skills).

5) Direct Method Fundamentals

The direct method has the following fundamentals:

- a. Verbally introduce the new instructional concepts.
- b. Instructed the sentences and phrases daily.
- c. The student spoke the English language during the lecture.
- d. Correct usage of grammar and pronunciation.
- e. Verbal communication abilities.
- f. Language is used for communication.
- g. Instructed the complete speech and listening comprehension skills.

- d. Peer Teaching. Peer tutoring entails that students educate other students or that individuals acting as teachers (tutors) are also students.³⁵ Obviously, students who act as tutors have strengths over other students, which means that a tutor is a student who is intelligent or who has a more in-depth knowledge of the subject. A tutor can also be a student who has previously been assigned the task of searching

³⁵ Yopi Nisa Febianti, "Peer Teaching (Tutor Sebaya) sebagai Metode Pembelajaran untuk Melatih Siswa Mengajar". *Edunomic Jurnal Pendidikan Ekonomi*. Vol. 2 No. 2. (2014). p. 80.

for and locating information as study material on specific subjects, so that teaching and learning can occur during activities. These students can tutor their classmates. As a result, all students can become tutors if they understand the subject matter of the subject to be taught during the learning process. The most essential aspect of the peer tutor learning approach is educating pupils to speak before the entire class or beginning the class, which in this case is to train students to teach their friends, so that students can feel enjoyment and inconvenience in teaching. And for teacher, with peer tutors can ease the task as deliverer information and eliminate the boredom that is always felt.

e. Problem Based-Learning

Problem-based learning is an approach that provides learners with new knowledge to solve a problem; therefore, it is a participatory learning approach that can help teachers create a pleasant learning environment because it begins with important and relevant problems for learners and provides students with a more realistic learning experience. However, teachers are still expected to direct students to discover appropriate, timely, and realistic issues.

Second, problem-based learning makes problems the focus of the educational process. Consequently, learning is only possible when problems are identified; without problems, there can be no learning process. Educators are expected to provide students with opportunities to identify their own problems, which is recommended for those who are close to the environment and the problem is real. Of course, rules cannot be removed from the curriculum, nor can learning objectives. Authentic problems serve as the organizing principle for learning, which means that the problems presented to students are authentic so that they can comprehend and implement them in their future careers.

The problem-based learning paradigm is founded on Piaget's and Vigotsky's theories of constructivism. Piaget's theory of constructivism, which is grounded in cognitive theory, holds that learning is the process of knowledge construction by students based on their prior experiences.³⁶

³⁶ Syamsidah & Suryani Hamidah, *Buku Model Peoblem Based Learning (PBL)* (Yogyakarta: Deepublish Publisher: 2018), 1–92, p. 45.

The general stages of this learning model are as follows:

1. Recognize the issue. It begins with recognizing the problems that require resolution. The capability acquired by the learner is the ability to identify or describe the perceived gaps between humans and the social environment.
2. Define the problem. Problem formulations relate to the understanding and similarity of problem perceptions and to data- to be collected data. The expectation is that the pupils will be able to determine the problem's priorities.
3. Students will hopefully be able to determine the cause of the consequences of the problem they wish to solve, as well as a variety of potential solutions.
4. Participants are encouraged to collect relevant information. Students are expected to be able to acquire data, map it, and present it in multiple views so that it can be comprehended.
5. The hypothesis is tested. Students are expected to be able to investigate and discuss the relationship between a concept and the problem being assessed.
6. Select the solution. The ability to choose an alternative solution that makes it possible and can account for potential outcomes in relation to the chosen alternative.

e. Teacher Questioning

Teacher questions are defined here as initiatives on the part of the teacher which are designed to elicit (oral) responses by the students.³⁷ They may not always be worded as interrogatives, and conversely, interrogative forms are not always questions. For example, the question *What can you see in this picture?* may be communicated by a statement (*We'll describe what is going on in this picture.*) or a command (*Tell me what you can see in this picture!*), but it's still a 'teacher question', according to the definition provided at the beginning of this paragraph.

³⁷ Penny Ur, *A Course in English Language Teaching* (United Kingdom: Cambridge University Press: 2012), p. 228-229.

On the other hand, an interrogative sentence like *Will you sit down?* Is obviously not a question, but a request or command.

Here are some purposes of teacher questions:

1. To provide a model for language or thinking.
2. To find out something from the students (e.g. facts, ideas, opinions)
3. To check or test understanding, knowledge or skill.
4. To get students to be active in their learning.
5. To direct attention, or provide a 'warm-up', to the topic which is about to be studied.
6. To inform the class through students' answers rather than through the teacher's input.
7. To provide weaker students with an opportunity to practice.
8. To stimulate thinking (logical, critical or imaginative)
9. To probe more deeply into issues.
10. To get students to relate personally to an issues.
11. To get students to review and practice previously taught material.
12. To encourage self-expression.
13. To communicate to students that the teacher is genuinely interested in what they think.

C. Teaching English to Young Learners

In Indonesia, young students have been instructed for many years. The course book that has been published has modified the concept of young students. Young learners can refer to students between the ages of five and twelve. Today, young students started pre-school (three years) and primary school (twelve years). Age is a critical factor in determining the manner of instruction, the concentration on linguistic proficiency, and the focus on cognitive abilities.

1. The Definition of Young Learners

Those under 14 years of age. In addition, the concept of young learners is mainly based on the number of years spent in primary or elementary school prior to entering high school. Teaching English to Young Learners (TEYL) is a rapidly expanding field worldwide, and English instruction is becoming more prevalent at the elementary level. Earlier research on second or foreign language acquisition suggested that there was a "critical time" or "sensitive period" preceding puberty during which children could gain native-like proficiency in a foreign language. This viewpoint was readily accepted by adults who believed youngsters could "take up" a language effortlessly, frequently recalling their own frustration at not being able to master another language.

Piaget presented an evolutionary psychology theory. It relates to cognitive processes.³⁸ The developmental approach frequently associated with Jean Piaget (1896–1988) is a very popular model for education and learning. According to Piaget (1969), infants acquire knowledge from their environment. Children develop what they already have and are constantly interacting with their surroundings, including learning how to give children own thought in order to check their comprehension ability, also try to solve problems found in their environment. There is a "learning" process, and the infant can solve the problem by doing something.

The infant is an active learner, and the knowledge he acquires through his actions is knowledge he develops himself, as opposed to simply imitating or possessing. New knowledge is knowledge that the child has actively structured. This occurs initially with concrete objects around him, followed by a subsequent action being assimilated or comprehended in his mind. Thus, "mind" is viewed as something obtained through action, and

³⁸Kasihani K.E Suyanto, "Hakikat Hakikat Pembelajaran Bahasa Inggris untuk Anak (EYL)". *English for Children* (2013), p. 4.

"thought" develops. The child's actions and knowledge change, and something new occurs.

According to Piaget (1969), there are four levels of cognitive development. The moment of development occurs next.

- a) Sensory motor stage: from birth to age 2.
- b) Preoperational stage: between ages 2 and 8.
- c) The concrete operational stage occurs between the ages of eight and eleven.
- d) Formal stage: between eleven and fifteen years of age.

In this Piaget paradigm, the rate of development is not always the same for every child, either individually or collectively. These levels of development may overlap, and development for each level is attained simultaneously for each distinct scientific discipline. By examining these four levels of development, it is possible to determine the developmental stage of primary school students and children aged 6 to 12 years old. Obviously, they are at the conclusion of the preoperational stage and the beginning of the operational stage, even the formal stage. It implies that children in elementary education require individualized attention based on their grade level. The psyche of the child develops slightly. In accordance with the growth of his knowledge and intelligence, he adopted a more logical and formal mode of thought.

Piaget (1963) argued that children's thinking develops through direct interaction with objects and their environment. Every time it attains a new level of development, the ability expands and converges with the level of thought before and after. Since two out of every four developmental transitions typically occur during the elementary school years, it is crucial that language teachers work with their students to ensure that they are always able to do changes and characteristics of cognitive development.

Up until the age of 2 (sensory-motor intelligence stage), a child's behavior is predominantly motor. The child does not comprehend what is occurring and has not yet "thought" conceptually. By augmenting it up until the age of seven, language and cognitive development are rapid. The stated reasons incorporate a small amount of logic and an egocentric or "I" nature. Children of this age tend to focus on only one object at a time; for instance, they can distinguish between color and size but not both at once.

Further on the "formal egocentric" level, that is, at the age level of eleven to fifteen years or older, children's cognitive development reaches its peak. Children can apply logical reasoning to all types of problems, including those involving abstract objects or concepts.

In this regard, Piaget emphasized the significance of comprehending children's cognitive processes in relation to their intellectual development. Therefore, it is crucial that foreign language learning activities take the characteristics and thought processes of the infant into account the level of mental development and age. The implications for a foreign language program, including English, will be reflected, among other things, in the level of difficulty of the teaching material, the method of presentation or teaching techniques, the type of learning activities used to teach it, and the categories of its evaluation.

In the meantime, Piaget's focus is that the kid is an excellent student, continuously communicating with the surroundings and dealing with issues given by the environment. Through solving difficulties through action, learning occurs. For illustration, a very young toddler may have difficulty transferring food from her bowl to her mouth. In resolving the challenge, whether with a spoon or fingers, the kid develops the muscle control and direction-finding skills necessary for self-feeding. The youngster constructs the knowledge that arises from such behavior; it is neither innate nor mimicked. Piagetian theory's relevance for language acquisition are

children as sensorial. They are active participants in the learning and intellectuals who develop their own understanding by interacting with things or concepts. Recognizing that children are active sense makers, or that the brainstorming is controlled by their knowledge.

2. Children Stages³⁹

According to Piaget's theoretical framework, children progress through four distinct stages of cognitive development:

- a. Sensor-motor stage (from 0 to 2 years) which the children appeared to know and understand across sensory contact with the environment about them
- b. Pre-operational stage (from 2 to 7 years) for which children require concrete situations to organize fresh thoughts
- c. Concrete operational stage (from 7 to 11 years) wherein the children are expected to fully comprehend and engage in conceptual decision making, but still quickly learn through doing
- d. Formal operational stage (11 to 15 years), when youngsters can utilize abstract thought.

3. Characteristic of Youthful Learners⁴⁰

Moreover, children exhibit the subsequent attributes:

- a. Strong physically
- b. Unafraid to speak up or engage
- c. Eager and open to new concepts
- d. Creative and fond of pretend play
- e. Distracted easily and possessing small attention spans
- f. Self-centered and associating concepts to oneself
- g. Friendly and able to connect toward others

³⁹ Mary Lou McCloske, "Several Instructional Principles for Teaching Young Learners of English," *TESOL Symposium*, San Diego, 2002, p. 3.

⁴⁰ Joan Kang Shin and JoAnn (Jodi) Crandall, *Teaching Young Learners English...*, p. 25.

4. Learning Style Attributes of Children

Experts in education have roughly categorized children's learning styles into three fundamental categories: auditory, visual, and kinesthetic.⁴¹ While educators or parents are aware of their child's preferred method of learning, they can assist the child in learning more efficiently. And a part of this is for parents to recognize their own learning style, as we like to educate in accordance with this approach.

a. Language learner's auditory

This kind acquire knowledge by listening to other people and sharing the information they've understood. Additionally, they are likely to:

- 1) Remember information by talking aloud.
- 2) Need to have things explained orally.
- 3) May also have difficulty following instructions.
- 4) They communicate when they are acquiring new knowledge.
- 5) They prefer collaborating with others versus working individually.
- 6) Talk to themselves while learning something new.
- 7) Enjoy discussion groups over working alone.

Notes: auditory learners might look like they're not paying attention when you talk to them, but their listening skills are more developed than their visual skills. In first to six grades are love to read aloud and can follow oral directions with ease, and ask and answering questions.

b. Visual language students

As its title imply, such individuals gain knowledge by observing. It is considered to be the most common way of learning, and several equipment generally are created to accommodate visuals. For their knowledge, skills, and concepts to understand, they must be able in seeing, comprehend, and express them. The following are multisensory attributes:

⁴¹ Ikhfi Imaniah, Nargis, *Teaching English for Young Learners...*, p. 32-33.

- 1) Recall data by saying it out loud.
- 2) Generally prefer to observe the things they are acquiring.
- 3) Being in need of both paper and pens on hand.
- 4) Drawing pictures while going to listen .
- 5) Prefers to note instructions or observe them being explained.

Notes: explain to these students how to perform a task may not have any meaning for them; they must see it for themselves. Students in grades one through six frequently employ flashcards, explicit duplicating of notes and vocabulary, writing recaps, and seeing videos and models.

c. Learners those are kinesthetic & tactile

Many students prefer to fully participate in their education and learning occurs with practical learning exercises and mobility.

Additional kinesthetic attributes include:

- 1) Want to do whatever is being talked about or learned Desire to perform everything that is discussed or taught.
- 2) Like us to motion around while listening or speaking.
- 3) Frequently "chat" with their hands.
- 4) Want to handle objects to learn about them.
- 5) Remember things by remembering who did actions rather than who said them.

Notes: Students in grades one through six are instructed in role-playing, knowing movement, and completing tasks to create objects.

Ten helpful ideas for instructing young students in English

- 1) Utilize visual, realia, and movement components in your activities.
- 2) Have students create their own graphics and realia.
- 3) Switch between exercises.
- 4) Instruct using themes.
- 5) Use well-known stories and scenarios.

5. Principles of Teaching Young Learners

Teaching young students English involves more than just introducing them to the language. When preparing for and working with this age group, it is crucial to keep in mind the social, cognitive, and linguistic development of students from five to sixteen. I have observed themes and qualities that seem to be basic to all aspects of development through this research on child development and the acquisition of a first and second language by children. When teaching English to young students, I think it is crucial to keep these things in mind. These ideas can seem common sense in many ways, and some teachers already use them in the classroom. The confirmation in such situations ought to be encouraging. The 10 principles are⁴²:

a) Begin with the child in mind

There is so much that children bring to the classroom that is sometimes ignored or underestimated. They have acquired at least one language, have lived a full life, are aware of their surroundings, and have knowledge of their world. A really good record. They are also frequently enthusiastic and extremely motivated. Age and the variables that have encouraged and supported such growth have an impact on the stage of cognitive development. When children's potential and abilities are ignored and they are seen as "empty vessels," it can be tough for educators. The second is when duties or activities are designed from an adult's perspective rather than from a child's perspective so that the youngster can understand them. Due to this, the child is unable to complete the work, but this does not mean that they are unable to do it. The challenge for teachers is keeping in touch with their pupils and giving out tasks that are challenging enough.

⁴² Melanie Williams, Ten Principles for Teaching English to Young Learners

Young learners may or may not be aware of language as a system, just as not all adults are, depending on their level of metacognitive awareness. As a result, in the English language school, subjects are used to "carry" and contextualize the target language. These subjects ought to be conceptually accessible, relevant, and engaging for students based on their personal experiences.

b) Promote interpersonal communication

Interaction is a key aspect of learning. Related to basic development, Piaget contends that a child's rate of growth can be significantly influenced by the type and volume of social interaction they get. Bruner researched how adults use language to interpret the environment for children and assist them in problem-solving, adopting the position that language is the most crucial instrument for cognitive development. Teaching children scaffolding is a way to support their competency. The classroom's scaffolding has been moved, and students and teachers are conversing. A teacher can scaffold a child's learning by proposing or pointing out things that are pertinent or significant.

Bruner's view of ZPD (Zone of Proximal Development) uses a metaphor to depict how one "learned" individual intervenes in another's learning. Halliday agrees with the interactionist school of thought, saying that learning one's mother tongue (and future languages) is both a cognitive and interactive process. It manifests as an ongoing interchange of meanings between oneself and others. The core idea of communicative language teaching (CLT), which I would include Krashen's Monitor Model and task-based methods, is that understanding and conveying messages are more crucial than accurately using the language that expresses them.

c) Encourage meaning exploration and constructive discourse

Meaning is indeed consistent nor lasting. The process of renegotiation is frequently observed in our interpersonal interactions. Collaborative dialogue is crucial for assisting youngsters in constructing

common meanings and understandings. By highlighting the importance of discourse in the creation of thought, Fisher (1990) seems to share Vygotsky's view that the process of converting ideas into language plays a crucial role in supporting general growth. The evidence (obtained through observation, hearing, reading, using all kinds of reference materials, and other means) and the learner's contributions must interact in order for knowledge to be formed a new by each individual knower. In CLT, cooperative discussion and meaning negotiation are made possible by the use of authentic, real-world (type) activities in which students collaborate to solve problems and attain agreed-upon conclusions. It is obvious that all students must participate in the conversation with thoughts and viewpoints, not just facts, for it to be engaging and inspiring.

d) Permit students to engage in the process of learning.

"The pupil's objective is to construct a system of meanings that expresses his own conception of concrete context. This is a mental process that occurs within his own head. But, it needs to take place as part of social interaction; it cannot exist in isolation. Learners are not largely thought as empty vessels to be filled, but as active participants in language and concept development. As previously indicated, children bring much to the classroom that can be used as building blocks for the new. Barnes summarizes the central concept of constructivism as follows: "each of us can only learn by actively creating our own universe and giving meaning to our experiences". Fisher (1990) argues for a focus on problem-solving so that youngsters can actively seek answers and meanings. For children to be cognitively engaged in this learning process, they must encounter difficulties and take risks. Learners who are not sufficiently challenged and who are not given or encouraged to take risks may never develop independence and, in certain circumstances, may stagnate and lose motivation. Nonetheless, it is apparent that these obstructions necessitate scaffolding within the ZPD.

e) Tone stimulus in the local planning area

There are echoes of Vygotsky's Zone of Proximal Development (ZPD) and Bruner's scaffolding, in which adult or peer support and input at a level just above that of the learner are regarded as crucial to the child's development. Too frequently in schools for young and mature learners, learners are given a diet of simple language at their level, without considering the need for linguistic knowledge in a wider context. This connects to the original point about the importance of difficulties and threats. If comprehensible input is always at the learner's present linguistic level, there are chances for danger and difficulty, both of which are essential for successful learning.

f) Implement language at conversation level

How a foreign language is acquired is the topic of significant discussion. There is a movement to separate language into different components, often patterns or roles, and educate these individually to learners. The pupils are then instructed to put the puzzle back together. This does not seem to be the case, however, when children are learning their original language. They are exposed to multiple languages and, as a consequence, acquire and apply linguistic components, working out the structure on a subconscious level. In schools, both young and adult learners are usually limited to a sentence-level diet of "pre-digested" language. Rather than simplifying the process for students, I believe this complicates it by requiring everyone to follow a predetermined learning path, regardless of their learning styles, preferences, abilities, or general and language development. Stories, songs, and plays can be utilized to introduce pupils to understandable, purposeful language at the word level in the classrooms of young learners.

g) Having a plan that are purposeful and meaningful within a clearly and recognizable environment

Children do not select the settings in which they receive their native language; they are a normal part of their life. They apply any

information they hold to the situation and construct from the familiar to the unfamiliar, altering their mental frameworks through "accommodation" and "assimilation" on a continuous basis. In the English classroom, children must also learn within unambiguous, familiar contexts and participate in meaningful, purposeful activity. They must understand the reasoning behind their actions, and their responses must make logical sense to them. Furthermore, this relies on the teacher's capacity to evaluate and evaluate the students' level (of interest and comprehension) and choose appropriate topics and tasks.

h) Assist students to grow more self-sufficient and autonomous

It is acceptable for young learners to place a great deal of confidence on their teachers. But, if children are going to be involved in the learning process, developing their individual comprehension and implications, it is essential that activities are planned and scheduled to encourage and facilitate their growing independence. This may involve the gentle introduction of both pair and group work, as well as the use of dictionaries and other reference materials, in schools for language learners.

i) Create an encouraging, non-threatening, and engaging teaching atmosphere

For children to effectively learn, they should feel secure, have detailed directions, and have a good time. I agree that these characteristics lead to a pleasant school environment. Each student is recognized as a personality, dangers and difficulties are pushed, and current, interesting topics are covered. The activities are relevant and useful, the appreciation is fair, and the punishment is tough, consistent, and fair. In addition to improving the learning atmosphere in the classroom, this method sure inspire children to be more tolerant of one another and those they meet outside of school.

j) Examine and evaluate the teaching methods

When people believe the 9 factors described above toward being essential for effective teaching, then it is necessary that the methods used to assess and evaluate pupils in the classroom mirror and complement these nine points. Procedures of tests and evaluation are commonly overlooked in planning and revision of educational materials.



CHAPTER III

METHODOLOGY

This discusses the method used to solve the two research questions posed in chapter one. It includes the following components: research design, research site and participants, object and subject of the research, data collection technique and data analysis.

A. Research Design

This study used the qualitative descriptive approach with properly procedure to find data contains word and picture according some facts that have got while the research process. According to Moleong, Qualitative research aims to comprehend phenomena experienced by the subject of the study, such as behavior, perception, motivation, action, etc. Holistically and by means of description in the form of words and languages, within a particular natural environment and applying a variety of scientific techniques.⁴³ In this research, qualitative method chose by researcher to analyze the implementation of the Merdeka curriculum in fourth grade English instruction SDN 1 Purwanegara Banyumas in the 2022/2023 academic year. The descriptive approach is utilized to define anything, for example a group of people, an object, a state, or future events.⁴⁴ This study's primary goal is to explain the implementation of the Merdeka curriculum carried out by the English teacher. Then, supported by the obstacle faced while teach students. So that, this study resulted in a qualitative design because the result of phenomenon occurred at school.

⁴³ Kuntjoyo, *Metode Penelitian* (Kediri, 2009), p. 14.

⁴⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2016), p. 213.

B. Research Site, Participants and Time

The research topic is a crucial aspect in the process of obtaining in-depth knowledge (data). The research topic is a source of data included in the primary material regarding the issues to be covered in the research. In order to gather accurate information, the determination of the informant becomes crucial. The informant must be competent or meet the data requirements.

In this study, the researcher took the location of the research at 4th grade of SDN 1 Purwanegara. It is an elementary school which located at JL. Letjend. Pol. Soemarto, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, Jawa Tengah, kode pos 53126. This study focuses on the curriculum coordinator, the English teacher, and two fourth-grade pupils from SDN 1 Purwanegara. The purpose of this research is the implementation of Merdeka curriculum and the challenges while implementing Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara Banyumas Regency.

Following explains why the study seeks to investigate the assumptions:

- 1) SDN 1 Purwanegara is a school whose teachers applied Merdeka curriculum as the current curriculum.
- 2) The only 2 classes which apply Merdeka curriculum, that is 1st and 4th grade. So, the researcher took 4th grade for the research because this thesis focused on English subject and researcher considered that 1st grade is too early if do the study and 4th is fine enough because they are not too early to learn English and exactly can make easier between before and after research.
- 3) After the researcher had done the preliminary research, it is unusual and special for elementary school students to conduct the research. In contrast to other schools, SDN 1 Purwanegara collaborates with third parties to promote children's talents and interests through extracurricular activities such as archery, karate, and calligraphy. Then, Merdeka

curriculum is the current curriculum in early. So, researcher conducted the research from beginning of education level, especially at SDN 1 Purwanegara Banyumas. Then, it can be useful as references how to know the implementation of Merdeka curriculum and the challenges in teaching English in beginner level of education.

This research is conducted in multiple stages, beginning with the submission of the title proposal and continuing through the crafting of the proposal. 12 January to 12 March 2023 is the implementation period for this research throughout the semester of the academic year 2022/2023. It consisted of observation, interview, and documentation.

Table 1.1 Research Process

Schedule	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Preparing Process										
Presentation of Title										
Preparation Proposal										
Guide and Revision										
Research Permission										
Preparation of Interview Guidelines										
Implementation Stages										
Field Research										
Collection										

Data										
Compilation of Thesis Data										
Guide and Revision										
Finishing Stages										

C. The Aim and Topic of the Study

The data sources for the study were chosen with a few factors in mind. They include data on persons or objects that are anticipated to supply thorough information during the research process. The topic and object data sources took into consideration when determining the sources of data for this study.

1. Object of The Research

The object that has chosen by the researcher is the implementation of Merdeka curriculum while teaching English in the fourth grade at SDN 1 Purwanegara Banyumas. The researcher is interested in researching this topic because based on decision of the head of the Minister of Education Nadiem Makarim, the curriculum in Indonesia changed to Merdeka curriculum gradually, beginning with grades one and four during the first year, two and five in the second year, and three and six in the third year. So that in the following year all classes have started implementing this new curriculum. Besides, the obstacles that probably faced in implementation of Merdeka curriculum especially in teaching English also need to observed.

2. The Target of the Research

In this study, there were three participants. They were the curriculum coordinator, the English teacher, and the fourth-grade students of SDN 1 Purwanegara.

a. Curriculum coordinator

Mrs. D is the curriculum coordinator and as the headmaster of SDN 1 Purwanegara who handle the way of activity structure at school.

b. English teacher

Mr. A is the fourth-grade English teacher, person who has a connection to the institution is the focus of the researcher, as well as those who can supply reliable information on the study under investigation, are the subject of research data. The teacher was monitored and questioned by the researcher regarding the implementation of the Merdeka curriculum in teaching English.

c. Students in the fourth grade

This study focuses on fourth-grade students. In addition, the researcher observed and interviewed students in order to collect data. BGA and AAN were questioned for the sample.

D. Collecting Data Methods

During the study process, further planned instruments implemented, which produced data that corresponds to the reality on the ground. A method or methodology that produces comprehensive data is required for the creation of such complete data. Participation in the environment, observation, and in-depth interviews are a qualitative researcher's main information-gathering techniques.⁴⁵ The researcher employs observation, interview and document to gather data for this study.

1) Observation Method

A further method of data collection is observation. Observation is a data-collection process that communicate between humans and natural environment. Observation is an information gathering approach or facts about the real world. Observation involves systematic paperwork of the signs investigated. So that researcher can see directly the activities

⁴⁵ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, Bandung: Alfabeta, 2016, p. 225.

carried out. This project was conducted to get correct information regarding the implementation of the Merdeka curriculum in teaching English at fourth grade SDN 1 Purwanegara Banyumas. The researcher' involvement in the observation was that of observer. The researcher studied the teacher and students in fourth grade. Even during observation, the researcher could see the English teacher teaching students. In addition, the teacher used textbooks as documentary evidence. The teacher then delivered the lesson. Instruments for this observation include observation guidelines and a note to capture classroom.

2) Interview or Questioning Method

Interview is a data gathering method that entails conducting an interview with a respondent. In addition, it is a genuine face-to-face effort to collect accurate measures through the use of a verbal respondent. As part of this research, the researcher employed in-depth interview sessions, which enables individual inquiries to develop in reaction to the source person's answer, allowing for a more in-depth data exploration session. An interview is a scientific data gathering strategy used to identify issues that have investigated after a preliminary investigation has been conducted.

While completing the interview, the researcher joined in on the lesson to gather information and after that interview have done to check the result and obtain more information. Typically, one researcher and one participant undertake in-depth, face-to-face interviews.⁴⁶ The instruments used are interview guide, notes, and recorder. This study comprised interviews with a curriculum coordinator, English teacher and two fourth-grade students at SDN 1 Purwanegara regarding the implementation of the Merdeka curriculum in English instruction. Following the classroom observation, interviews were undertaken to

⁴⁶ Natasha, Mack et al., "Qualitative Research Methods: A Data Collector's Field Guide, Module 1," Qualitative Research Methods Overview, 2005, p. 29.

validate the data and confirm its accuracy. To acquire information regarding the implementation of Merdeka curriculum in teaching English utilized by the teacher and study the obstacles of Merdeka curriculum implementation at SDN 1 Purwanegara, a set of questions was developed as a guide.

3) Documentation Method

Documentation is derived from the word documents, which refers to written items. Documentation method refers to the process of collecting data by documenting available data. This method is simpler than other ways of data collection. Data collection with documentation means the gathering of data via documents. According to Sugiyono, documentation is a method of collecting research data, that researcher used by collecting records of events that have passed, either in text, images, or monumental works of someone. Therefore, in this study the researcher used lesson plan and learning objectives flow as documentations.

E. Data Analysis

As according Miles and Huberman, as quoted by Sugiyono, there are three main steps to data analysis. The first is responsible for data reduction, the next for presentation of data, and the last for data validation.⁴⁷ Considering these declarations, the analysis of the data is split into three phases: data reduction, data display, and verification.

1. Data Reduction

Data reduction entails analyzing, choosing what is necessary, and identifying the theme and format. Data reduction is essential to pick sufficient study data. To prevent distractions that are irrelevant to the study, it is essential to focus on research-related data. The data collection was based on the findings of the teacher interviews and observations.

⁴⁷ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, Bandung: Alfabeta, 2016, p. 246.

There are certain actions that the researcher took. In the first step, the researcher reviewed the results of the data collection and then chose the most important data. The researcher then obtained the distinction between relevant and non-relevant data. Afterwards, the researcher conducted a data reduction. Finally, the researcher eliminated some unnecessary data, however maintained the helpful info for the investigation, making it simpler to explain.

2. Data Display

The next kind of analysis is data presentation. A presentation of data is a concise, well-organized compilation of information that facilitates judgment and performance. The purpose of presenting data is to provide a summary of the researcher's writing strategy. All data collected through observation, interviews, and documentation is recorded. The presentation of the data consisted of qualitatively describing the most significant aspects of the acquired data. The narrative data interpretation is presented behind the collected and reduced data. When decreasing and showing data, it must be based on the data of the research topic.

3. Verification

The final phase of data analysis is the conclusion or validation. The result is verified with the information acquired in the last phase, and the project is brought to a successful finish. Concluding is the method of conveying the obtained data in the form of clear claims. The intermediate decisions that have yet to be completed can provide insight. The process of putting anything to the trial is verification. This phase is designed to investigate the importance of the data's correlation, equation, and contrasts. Once the acquired data had been categorized and shown, it was considered complete. It was considerably simpler to write their conclusion's results. Thus, this section remains transitory. In furthermore, if data evidence is invalid and unsupported, this is an issue. Consequently, the data is authentic and relevant to the real world.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussions about the implementation of Merdeka curriculum in teaching English used by the English teacher in learning class in the fourth grade of SDN 1 Purwanegara. Each chapter contains two sections. First, the implementation of Merdeka curriculum in teaching English at 4th grade SDN 1 Purwanegara. Second, finding of the obstacles of implementing Merdeka curriculum in teaching English.

A. Research Findings

The English teacher and students of fourth grade from SDN 1 Purwanegara participated in this research. The research was conducted from 12th January 2023 to 12th March 2023. The purpose of the research findings is to answer the research questions that have been posted. The data was collected through offline interview & observation and documentations. As a result, the observations' data are presented below. After the findings were displayed, they were interpreted based on each theory of Merdeka curriculum and English teacher in teaching students especially in elementary school which was explained below.

1. Finding The Implementation of Merdeka Curriculum in Teaching English at 4th Grade SDN 1 Purwanegara

COVID 19 has had such a damaging impact on the classroom environment that almost every school in Indonesia employs a blended method of instruction. In this backdrop, education in Indonesia is undergoing a crisis. The longstanding learning issue has had a negative impact on the face of education in Indonesia. The learning process, which mainly focuses on face-to-face instruction and finally steps to distance learning or PJJ, shows the most significant modifications. Everyday rises in the probability of coronavirus spread have caused the majority of Indonesian educational institutions to postpone offline instruction for the time being. In addition to students losing the excitement and drive, they also lack in the student's grasp of the content

delivered by the teacher owing to the inefficiency of the delivery provided by the teachers in addition to the media employed is still extremely limited to the signals of each.

Hence, the government introduced a new innovation to fix aspects that were lacking at the time of COVID 19, particularly the pupils' level of comprehension. The curriculum is an effort to overcome the problem of the learning process in Indonesia. There are a lot of modifications in the Merdeka curriculum, such as the materials to be taught are structured more necessary or emphasis on certain elements that would be greatly needed by students in everyday life. As a result, teachers are more likely to chose a teaching gadget so that the learning process can be modified to the learning needs and interests of the pupils.

Yet, behind the implementation of teachers in executing the Merdeka curriculum there is a crucial role in a school institution, namely, the curriculum. The curriculum has the job of establishing a program of teaching in accordance with the curriculum defined by the center. In this situation, the conductor of the instructional program is the teacher and the students.

Merdeka Curriculum is a current curriculum that was created as a result of the existence of COVID 19 and the government's decision to improve the existing environment. Each school level has the option to implement this curriculum, particularly in elementary school.

Based on the result of interview that have done by the researcher with the curriculum in SDN 1 Purwanegara, Mrs. D, she said that:

“The government implemented Merdeka curriculum for all educational units over the long term. At the time of the pandemic yesterday, preparations for Darurat curriculum had already begun, being aware of the requirements for the execution of online pandemic learning. Because the 2013 curriculum is so inflexible, schools were unable to chose which topic to emphasize when the pandemic hit yesterday. In reality, the Darurat curriculum is a modernized version of the 2013 curriculum that is adapted to each school's needs. This emergency curriculum is further

enhanced by adapting to the previously rapid development of science and technology, transforming it into a free curriculum.”⁴⁸

A distinguishing feature of the curriculum is that it is more simple and comprehensive, independent, relevant, and participatory. It is anticipated that the curriculum provided lots of space for learners to create and develop themselves. Merdeka curriculum is a curriculum for reducing the influence of COVID 19 on learning loss. Curriculum is not the only neglected instrument for enhancing education. Yet, the involvement of the teacher is equally crucial to success, so that the autonomous curriculum can considerably enhance the students' ability to learn in a way that is both effective and simple.

Meanwhile, Mr. A as the English teacher, he said that:

“The implementation of Merdeka curriculum in class 1 and 4 at SDN 1 Purwanegara has been ongoing since July 2022, in accordance with the latest government policy. The school registered because it had the option to implement the curriculum independently or permanently as part of the 2013 curriculum. Finally, we chose to implement this curriculum. So far, there has not been a significant increase in English topics despite the fact that this is a current curriculum that is still trying to achieve the targeted learning process and good student learning results.”⁴⁹

This is where teachers play a major role in implementing each learning process on the Merdeka curriculum especially on English subjects and can be applied in the daily life of students. This analysis determined that English became a required or permanent subject in SDN 1 Purwanegara. Yet, the government still allows schools to choose their own curriculum based on their requirements and circumstances.

“In contrast to the curriculum implemented in 2013, wherein English was offered as a local load/optional course, the Merdeka curriculum mandates

⁴⁸ Interview with Mrs. Darinah on January 14, 2023 in the office of SDN 1 Purwanegara.

⁴⁹ Interview with Mr. Adi as English teacher in the office on January 14, 2023.

English as a compulsory subject. However, despite being a compulsory subject, the school retains the autonomy to evaluate it based on its own criteria. Due to variations in school conditions, such as the composition of specialized teaching staff and the level of English-language proficiency among teachers, there exists a degree of heterogeneity across educational institutions.”⁵⁰

In addition, as an English teacher also must prepare several steps before do the class activity, moreover the learning achievement has written by government and education’s school are choose to develop according the condition in school field.

“We need to comprehend a few steps of the current curriculum, as well as the circumstances and requirements of students in order to understand learning access. Matter of fact, the government has written this learning achievement. However, as an English teacher, I do some addition about the material based on the students need and condition because teacher must understand all of their students.”

This curriculum is highly effective because student levels have been divided into phases. This differs from the 2013 curriculum, in which the resulting objective or competency was written about KI and KD. However, there is no such thing in the Merdeka curriculum; the existence is purely a phase. However, for the purpose it was created, it is given to the teacher or school where students are educated.

“... Yes, learning objectives is arrange per phases. There are three phases in elementary school. Phase A for class 1 to 2, phase B for class 3 to 4, and phase C for class 5 to 6. Also, there are several new terms in Merdeka curriculum, such as: Academic Achievement (CP), Learning Objectives Flow, Teaching Module, Profile of Pancasila Student, Learning Objective Accomplishment Standards, and Teaching at The Right Level.”

⁵⁰ Interview with Mrs. Darinah on January 14, 2023 in the office of SDN 1 Purwanegara.

Furthermore, the material responsibilities received by students during learning does not force them to move on to following material; therefore, the teacher must ensure that all students fully comprehend the material. If the student has not yet mastered the material, the teacher continues teaching until the student has a complete understanding of everything.

“... If, in the 2013 curriculum, the material that taught to the teacher should be continued to the next chapter without knowing whether the student has already mastered the material, then this proposal is acceptable. In this Merdeka curriculum, however, the teacher must wait until the student's ability corresponds to the expected learning level before proceeding to the next topic.”

Moreover, he gives some additions:

“... Yes, the texts on this Merdeka curriculum can be developed in accordance with the student's developmental level. Although students can already access the material relating to these trillions, there is very little information in the material book about the trillion. If students have grasped the material, we can proceed directly to the next chapter. However, if we are unable to, we exposed to this content, as it continues to be irritating if it is imposed upon us.”

This curriculum focuses on the essential lesson. So that, there are different things among previous curriculum. In 2013 curriculum, English is as local content in elementary school but now English is as compulsory subject. However, this case can be considered by the school with adjusting the circumstances and interests. In elementary school, English learning gives a chance to the students to open insight which related to themselves, social relationships, and culture. English is one of dominant language which used globally in education aspect, business, trading, science, hospitality, international relationship, health, and technology.

Based on observation conducted by researcher, English teacher always prepare several documents of the day to teach students. The first is teaching module, learning objectives flow, and exercises.

“...As you are unfamiliar with the Merdeka curriculum for this teaching module, few people are familiar with the shape. So, a bit of trouble, so the teacher uses the teaching modules that have been made or from his direct government that has been prepared. But there are some teachers who give some additional material. Then, what must be prepared is the phase of learning. It is material that requires teachers and students to locate the materials they require based on their circumstances and requirements. There is a link between technology and society. For example, in English subjects’ manual dictionaries are no longer used. In addition to reading physical books, students can also search through digital reading books.”

He also said that:

“...Merdeka curriculum is more in-depth and independent, allowing teachers and students to develop their own subject matter. While the previous curriculum material is presented in greater detail, because we used to wear a type of LKS or teacher's book, the new curriculum material is presented in a more general manner. Regarding the topic of greetings, for instance, children should be aware of the ways to express those greetings. Although there is information about example of conversation of greetings in the textbooks, teachers must re -value the material because the curriculum 2013 does not provide a sufficiently detailed explanation.”



Figure 1. 1 (picture of teaching English)

When do teaching the students, the English teacher use video explanation:

“Video learning is superior, but it requires a great deal of effort. Because not everything will go according to plan. As with yesterday's class activity on the O'clock material, there are multiple references to time, but teachers must be resourceful in their search for additional material. Therefore, it is essential for me to prepare engaging materials that facilitate the learning process in the classroom.”

Based on observation conducted by researcher, the English teacher using teacher questioning, in which students are questioned that related to the material to review and trains their intellect in order to make sure that they are understand the lesson. According to Mr. A:

“Method that I use is teacher questioning. Therefore, I normally present a picture and gave students some question relates to the material that I taught previous meeting. This is done so that children are able to consider critically not only about classroom material, but also about matters outside of school.”

The material in teaching students is about Time (O'clock). He implemented this method because elementary school students must be guided by their teacher and not

establish a train of thought. The media used to support the learning process are, in fact, free for educators. In addition to the Merdeka curriculum, there is a curriculum designed to unlock the student participant's potential without disrupting the student's situation and requirements. Anything can be used as a learning medium in the twenty-first century, as it is impossible to avoid technology. Therefore, anything can be as media to teaching students. Especially at SDN 1 Purwanegara, English teacher used the projectors to display videos and images.

“That’s right. Media that can use for elementary school students can vary. But we also notice the age of them. So that, I use LCD projector for showing video and picture. All students are always enjoying it.”

According to the result, as mentioned by English teacher:

“I personally agree English subject which is taught earlier. English to young learners is important to introduced as they sat in elementary school because it builds skill for their future.”

Before teaching English to young learners, one should consider is the topic which as a part of material to cover, as educating young children should be slow, patient, and repetitive. The curriculum in elementary, middle, and high school is significantly distinct. In addition, pupils in elementary schools have unique learning characteristics. They are typically active, opinionated, easily bored, and difficult to recognize.

Under the Merdeka curriculum, teachers and students are required to collaborate in order to develop a learning plan. Teachers must be creative in their approach to teaching English so that students may effectively follow along in class.

He believed that the method and the media above are the most proper to do in class when the students are young learners and sat in elementary school. Moreover, English is still the hardest lesson for students and should use the interacting and more innovation ways to teach them. So, teacher must think and do prepare all of things that support the class.

In teaching English for Young Learners, it could be challenging because as a teacher should prepare all needed, how to make them understand also proper media.

“Yes, I individually should think twice before do the class, because we not teach adults, but the young students. so that, I create interesting class, understandable material, and according to the concept of Merdeka curriculum.”

Also:

“Refer to the textbook, but preparing the lesson material for that day is likely to be repeated the following day to ensure a sufficient level of subject comprehension.”

This is consistent with the justification:

“Certainly, by considering the level of students' needs, things that frequently occur in daily life. Here is where I must be adept at adapting the material to be taught.”

The fourth-grade English teachers always use an LCD projector so that pupils may see the presented materials properly. The language used by the teacher during learning exercises is very clear and simple since he mimics the language of fourth grade elementary school students. When the researcher conducted the observations, the subject matter was Time; O'clock. On the projector screen, therefore, the teacher presents numerous animated tales. Since when the subject is only delivered in paper, the youngster rapidly becomes bored and disinterested in attending class. In contrast, fourth graders are at the awareness level; they prefer to learn through sights and sounds. Also, images offered in the form of signs or parables encourage the youngster to exercise his or her critical thinking abilities and develop their own skills. Start with the teacher explaining the lesson, then have the pupils read it in English. In fact, BGA and AAN as pupils of 4th grade are really pleased of the way English teachers instruct:

“Yes, Mr. A is his caretaker. He also communicates with us and can assist us if necessary. The method of explanation is usually slow; if something is not comprehended, it must be repeated until it is.”

The researcher got three phases in implement the Merdeka curriculum: the pre-teaching, inter-teaching, and post-teaching.

“If in the teaching activity in the classroom there is no difference, it is same, such as: pre-teaching/preparation; in the planning stage the teacher makes Alur Tujuan Pembelajaran and Modul Ajar based on the templates in the school. This is in accordance with the concept of Modul Ajar that education units can use various teaching tools, including Modul Ajar or lesson plan, with various components and formats according to the characteristics and needs of students. Teachers must create an annual curriculum implementation plan, semester program, lesson unit plan, and teaching program plan during this phase, inter-teaching; in teaching and learning has been implemented by the teacher in every stage, starting from the opening stage, the implementation stage, and the closing stage, and post-teaching/evaluation process; contains how the teacher conducts an assessment according to the Merdeka curriculum. But if seen from the learning module there may be a significant difference.”

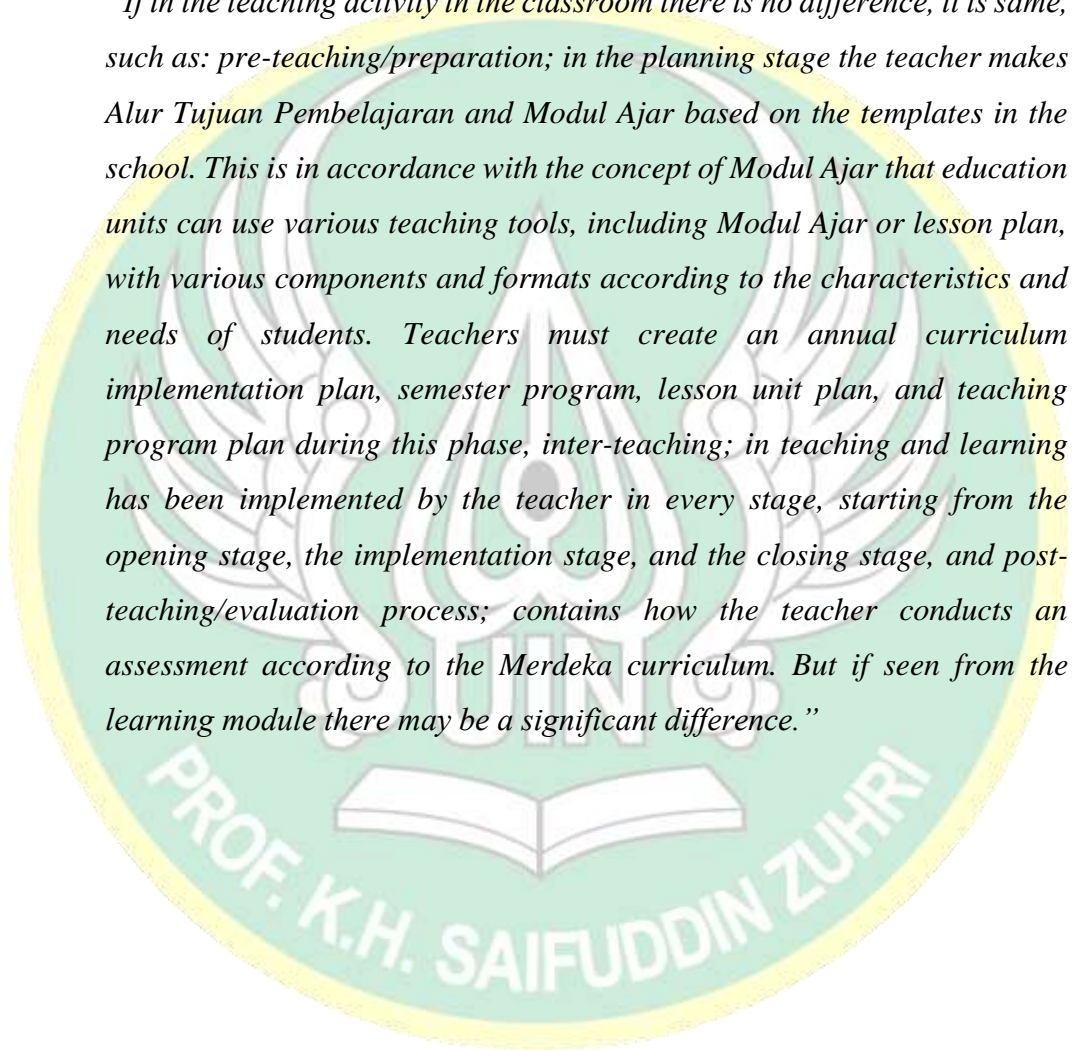




Figure 1. 2 (picture of students evaluation)

2. Finding of The Obstacles of Implementing Merdeka Curriculum in Teaching English

In the application of Merdeka curriculum that SDN 1 Purwanegara have chose, Mr. A as an English teacher at 4th grade explained that the application of Merdeka curriculum especially in teaching English was initially challenging associated with implementing this curriculum model in teaching and learning activities in the classroom because less of socialization from the government about this curriculum. In addition, this curriculum is not immediately implemented at all levels of education due to the fact that it is an optional curriculum, meaning that schools may choose to implement it or not. Therefore, not all educators are familiar with the concept. According to interviews below, the English teacher stated:

“Due to teachers’ lack of familiarity, they are unable to comprehend the steps involved in preparing instructional modules. Also, I do not know yet, for instance, what comes after identity, then method, then what, and so on.”

However, the teacher do believed this to be insignificant, as he explained:

“I considered it's more global now that we can see each student's conduct. Since student profiles are long, it won't bother you. Like yesterday's report card, kids had to describe. Imagine recording students' whole selves and traits. It's conceivable, but it takes hours and days, and the teacher may not be able to memorize every student's traits due to time constraints and other duties. Someone explicitly applied the algorithm yesterday, but it contained prior learning achievements. Descriptions assess student values. A's English learning accomplishment 1 score is low—why? Thus, the description. Thus, identifying learning outcomes with low grades and providing a description does not help student A understand. The report card description is clear.”

In addition to the school institution's lack of comprehension of the Merdeka curriculum, it turns out that the English proficiency of the teacher is also an obstacle to the elementary school learning process:

“A lack of English vocabulary proficiency hinders the learning and teaching process in the classroom. Therefore, it easier if the textbook includes vocabulary that is truly required as supplementary student knowledge, but it can handle by the teachers to covers about what needed by the students.”

B. Discussion

Based on the interview and observation, the researcher has found that the teacher of SDN 1 Purwanegara implemented Merdeka curriculum in teaching English although in the first and fourth grades. The other students begin using the Merdeka curriculum in the following year of the phase. This is done gradually to determine whether the curriculum is successful or not.

1. The Implementation of Merdeka Curriculum in Teaching English at SDN 1 Purwanegara

In the previous chapter, it was mentioned that SDN 1 Purwanegara has implemented Merdeka curriculum since July 2022. This curriculum implemented gradually only at 1st and 4th grade. One of the features of Merdeka curriculum is

the essential material to make students more have time to comprehend the lesson and explore themselves of competencies.⁵¹

The benefit of Merdeka curriculum:⁵²

There are several benefits associated the implementing of Merdeka curriculum as the current curriculum:

a) Simpler and deeper

Focus on essential materials and development competence of learners in the phase. Learn to be more deep, meaningful, unhurried, and enjoyable.

As the English teacher said in the interview above, that was proven with the concept of Merdeka curriculum which is the material covered in simple information, so that it must more in depth because teacher should have creativity and initiative to explore the lesson from the other sources, not only depend on printed book that given from government. Therefore, allowing teachers and students to develop their own subject matter.

Also, this benefit of Merdeka curriculum very assist the teacher to specified or clear the characteristic about test result of students. For instance, teacher make a statement that students not comprehend a number yet.

b) More independent

Teachers teach according to the stage of achievement and development learners. Schools have the authority to develop and manage curriculum and learning in accordance with characteristics of the education unit and students. Teacher follow every single of students' development. If students not know yet about the material, so that teacher explained slowly and clearly. Also, teacher give some material that really needed by students related to their life.

c) More relevant and interactive

⁵¹ Dwi Nurani, *et al.*, *Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar...*, p. 7.

⁵² *Ibid*, p. 5.

Learning through project activities provide more opportunities for students to be active explore actual issues for example environmental, health, and more to support development character and competence Pancasila Student Profile. This is related to an article “Curriculum Innovation “Independent Learning” In The Era of Society 5.0”. This article aimed to know what are the main from Merdeka curriculum and what the innovation in this curriculum that have developed. Written by Mira Marisa student of Islamic Education Management Master Program, UIN Raden Fatah Palembang, South Sumatera 2021 which resulted about curriculum today is focus about free to learn, which is strives to the role of technology which is human’s need today. So that, those kind of technology can integrate to another. Students learn from other sources and get what they want to know, also to make enjoyable and happy, so they are not feel boring in learning.

Several new terms have been added to the Merdeka curriculum, including:

a) Academic Achievement (CP)

In the 2013 curriculum, the terms KI and KD have been replaced by Learning Outcomes, or CP. Learning Achievement (CP) is the learning competency that students need to reach at each phase, beginning with the foundation phase on PAUD. If comparable to a road trip, CP provides an estimated destination and the time available to reach it. To accomplish the goal, the government divided the process into six phases. Each phase lasts between one and three years.⁵³ In the Learning Outcomes format, there is no longer any divide between knowledge, skills, and attitudes; rather, all of these elements are combined and integrated into a single paragraph. Based on the division of phases, learning outcomes are determined. Each phase is described in terms of general knowledge, skills, and competencies, which

⁵³ Panduan Pembelajaran dan Asesmen, Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah: BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA. 2022. p. 11.

are then interpreted into learning capabilities based on elements mapped according to student development.

b) Learning Objectives Flow

Educational Objectives Flow or ATP has replaced syllabus in the 2013 curriculum. ATP is a series of learning objectives that are systematically and logically organized in accordance with the learning sequence from the beginning to the conclusion of a phase. Teachers and students use this ATP as a guide to accomplish learning outcomes at the end of the phase. The learning objectives component is comprised of three elements: competence, content, and variety. The progression of learning objectives across all phases defines the scope and stages of learning, which in turn describe the stages of competency development across phases and educational levels.

c) Teaching module (MA)

The term Teaching Module or MA (Modul Ajar) has replaced lesson plans in the 2013 curriculum. Just like lesson plans, teaching modules are filled with different learning materials, student activity documents, and assessments to check whether learning objectives are achieved by students. There are two types of Merdeka Curriculum Teaching Modules, namely the General Teaching Module for the learning process which is required for all subject teachers and the Special Teaching Module for the Strengthening Pancasila Student Profile Project (P5) which is dedicated to developing the Pancasila Student Profile project.

d) Profile of Pancasila Student

Pancasila Student Profile is the new term in Kurtilas for PPK or Strengthening Character Education Pancasila students illustrate Indonesian students as lifelong learners who possess global competence and behavior themselves in accordance with Pancasila values, which include the following six characteristics: faith, great respect for God Almighty and moral strength, global diversity, cooperation, independence, critical reasoning and creativity.

e) Learning Objectives Accomplishment Standards (KKTP)

The Learning Objectives Achievement Criteria (KKTP) is originally isolated from an assessment indicator of a learning objective that reflects the achievement of competency in a certain learning objective. KKTP serves to reflect on the learning process and diagnose the level of mastery of student competencies so that teachers can improve the learning process and/or provide students with appropriate program leading.

f) Teaching at the Right Level (TaRL)

Obviously, every teacher has experienced pupils who are extremely quick learners and others who are slow to comprehend the presented material. This is possible because it is influenced by numerous variables. One of the possible causes could be that the student's level does not match the level or learning achievement defined. Teaching at the right level (TaRL) is a learning approach that does not refer to the class level, but refers to the student's ability level. This is what distinguishes TaRL from other approaches. The solution to the problem of comprehension spaces in the classroom can be found in TaRL. The way English teacher explained the material about O'clock (Time) in order to train students' ability to apply in daily life, so that the teacher use teacher questioning by give some question and students answer by their own thoughts. So that, the teacher claimed that by use that method can useful in real life.

The implementation of Merdeka curriculum in teaching English at SDN 1 Purwanegara was found that English subject is taught by the teachers who have not English education background. This subject is only taught by the teachers who have basic education background. From the preliminary observation, the teachers have problems in teaching English to young learners; a lack of vocabulary and less-experience in making lesson plan of current curriculum.

Prior to teaching, there are multiple phases of preparation for the English teacher at 4th grade of SDN 1 Purwanegara, as revealed by the chapter's interview findings. This is comparable to the figure of expert R.D. Connors about educational

interaction phases theory: phase of pre-teaching, inter-teaching, and post-teaching.⁵⁴

a) Phases of Pre-Teaching

Based on the decision of the head of BSKAP number 044/H/KR/2022, there are three options for implementing the Merdeka Curriculum that can be applied, namely *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi*. In implementing the Merdeka Curriculum, SDN 1 Purwanegara Banyumas chooses *Mandiri Berubah* so that there is flexibility for educational units in implementing the Merdeka Curriculum by the school is permitted to use or utilize the government-supplied teaching devices in a manner that is specific to the characteristics of the educational unit or the students in each school.

In the planning stage, the teacher prepares *Alur Tujuan Pembelajaran* and *Modul Ajar*. Based on the findings described above, the teacher makes *Alur Tujuan Pembelajaran* and *Modul Ajar* based on the templates in the school. This is in accordance with the concept of Modul Ajar that education units can use various teaching tools, including Modul Ajar or lesson plan, with various components and formats according to the characteristics and needs of students.⁵⁵ Teachers must create an annual curriculum implementation plan, semester program, lesson unit plan, and teaching program plan during this phase.⁵⁶ Also, during which the teacher can prepare the appropriate learning process planning. As well as what teaching instruments and methods are employed, as well as how materials are organized to facilitate student comprehension. So that, the teacher completes the preparation stage by preparing necessary materials, such as the teaching module. The modules taught in SDN 1 Purwanegara, particularly those relating to English,

⁵⁴ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: PT Asdi Mahasatya, 2014), p. 53.

⁵⁵ Kemendikbudristek, *Kebijakan Kurikulum*, (Jakarta: Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

⁵⁶ *Ibid*, p. 53.

originate from the government. Phase-based classification, with class 4 representing phase B. The government has arranged access to learning for phase B, leaving the educational unit on its own. However, this does not prevent associated teachers from providing additions or clarifications. English teacher give some additional material according to the students need or the goal want to achieve. This is related to the thesis entitled "Teachers' Perceptions About the Concept of Merdeka Learning by Mendikbud Nadiem Makarim in Islamic Religious Education at MTs Negeri 3 Sleman" from Atika Widyastuti, a student majoring in Islamic Education at the Islamic University of Indonesia, Yogyakarta 2020. Teachers assumed that Merdeka curriculum very helpful to change or minimize of making or lesson plan because in early, lesson plan should more minimize. Student and teacher are having a freedom in doing the class because system of education is depending on learning needs of school. So, in the preparation of lesson plan prove that it can make teachers feel easy because in arrange the lesson plan really based on the students need and conditions.

b) Phase of Inter-Teaching

According to decree of the Minister of Education, Culture, Research and Technology Number 56 of 2022, the implementation of the Merdeka curriculum is carried out in the context of learning recovery and as a complement to the previous curriculum. Based on the findings above, SDN 1 Purwanegara implements the Merdeka Curriculum in the academic year 2022/2023, namely in the first year by implementing it in fourth grade.

The implementation of the Merdeka Curriculum in teaching and learning has been implemented by the teacher in every stage, starting from the opening stage, the implementation stage, and the closing stage. From the findings that have been presented, the teacher always gives trigger questions to students in the opening stage, which is a trigger question that is also one of the characteristics in the implementation of

the Merdeka curriculum. Trigger questions serve to increase student participation and allow students to immediately enter into the topic being discussed. In addition to providing trigger questions, the implementation of the Merdeka curriculum in teaching and learning is also carried out with differentiation learning.

Learning in the Merdeka curriculum strengthen differentiated learning according to the stage of student achievement. Differentiated learning is learning that accommodates students' learning needs. The teacher facilitates students according to their needs, because each student has different characteristics, so teacher cannot be given the same treatment. As the result found before that the teacher has implemented the Merdeka Curriculum in teaching learning English. This is evidenced by the provision of learning materials that vary according to the understanding of students. Where the teacher makes adjustments in learning with differentiation based on student learning readiness. The teacher provides simpler content for students who are less ready to learn and provides more complex material for students who are very ready to learn. The purpose of differentiated learning in this Merdeka curriculum is to be able to achieve the expected learning goals for each student.⁵⁷

Based on research findings, teachers have also implemented learning implementation cycles in the Merdeka Curriculum. The teacher conducts pre-tests before learning. Conducting an assessment at the beginning of learning aims to assess the readiness of each individual student to learn the material that has been designed.⁵⁸ The teacher also makes adjustments for students based on the result assessment. Then, the teacher carries out learning with formative assessment methods. Implementation of learning using formative assessment methods are used

⁵⁷ Kemendikbudristek, *Kebijakan Kurikulum*, (Jakarta: Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

⁵⁸ Kemendikbudristek, *Kebijakan Kurikulum*, (Jakarta: Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

to monitor learning progress.⁵⁹ In the end of the lesson, the teacher conducts post-tests. Carrying out an assessment at the end of learning is carried out to determine the achievement of learning objectives.⁶⁰

In addition to differentiated learning, the Merdeka Curriculum also emphasizes the character of Pancasila students. This is in accordance with the basic framework of the Merdeka Curriculum which is based on the goals of the National education system and national education standards and develops the Pancasila Student Profile.⁶¹ The character of the Pancasila student profile is a number of characters and competencies that are expected to be achieved by students based on the noble values of Pancasila. The profile of Pancasila students is built in everyday life in every students through school culture, intra-curricular, co-curricular and extra-curricular learning.⁶²

Based on the findings above, Pancasila student profiles have been implemented in learning English. As for them, such as the teacher connecting each material with the Qur'an, it is hoped can be achieved one of the elements of the Pancasila student profile, namely faith and piety. Besides that the teacher also carries out learning in groups which is a form of mutual cooperation in the Pancasila student profile. There is also the application of learning from the teacher which is interactive and based on student findings, so as to make students more creative and reason critically according to the profile of Pancasila students.

⁵⁹ Kemendikbudristek, *Kebijakan Kurikulum*, (Jakarta: Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

⁶⁰ Kemendikbudristek, *Kebijakan Kurikulum*, (Jakarta: Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

⁶¹ Nisa', Z., "*Implementasi Keterampilan Pembelajaran Abad 21 Berorientasi Kurikulum Merdeka Pada Pembelajaran Projek Penguatan Profil Pelajar Pancasila di SMP Al-Falah Deltasari Sidoarjo*", Universitas Islam Negeri Sunan Ampel Surabaya.

⁶² Kurikulum.kemdikbud.go.id. (2021). Kurikulum Merdeka. <http://kurikulum.kemdikbud.go.id/kurikulum-merdeka/> (Retrieved on Juli 5, 2023).

Based on the findings that have been presented, learning outcomes in the Merdeka Curriculum are arranged per phase.⁶³ This is done as a simplification effort so that students have time to master the competency. It can provide opportunities for students to learn according to their level of achievement, needs, speed, and learning style. So that, teachers can adjust learning in harmony with the conditions and characteristics of students. On the other hand, the allocation of lesson hours in the Merdeka Curriculum is written in total in one year according to the circumstances, needs and characteristics of the education unit.⁶⁴

Merdeka Belajar can be an indicator of learning innovation in the era of technological development through the use of technology in the learning process. The use of technology can add to the attractiveness of presenting material, there by spurring teachers to be more media literate. Based on the findings above, even though SDN 1 Purwanegara has textbooks as learning resources, teachers always make use of interactive media such as videos and PowerPoint as learning media. Interactive learning will make students more interested and able to develop their competence and create a fun learning atmosphere.

This phase involves interaction between teacher and students, students with students, students with pupils, pupil in a group, or student individually. This phase entails the execution of what has been planned. Several factors must be considered at this stage of instruction, including:

1. Class administration and control
2. Information delivery
3. Use of verbal and nonverbal behavior
4. Stimulate the child's response
5. Consider the principles of learning

⁶³ Nisa', Z., "*Implementasi Keterampilan Pembelajaran Abad 21 Berorientasi Kurikulum Merdeka Pada Pembelajaran Projek Penguatan Profil Pelajar Pancasila di SMP Al-Falah Deltasari Sidoarjo*", Universitas Islam Negeri Sunan Ampel Surabaya.

⁶⁴ Nisa', Z. "*Implementasi Keterampilan Pembelajaran Abad 21 Berorientasi Kurikulum Merdeka Pada Pembelajaran Projek Penguatan Profil Pelajar Pancasila di SMP Al-Falah Deltasari Sidoarjo*". Universitas Islam Negeri Sunan Ampel Surabaya: 2022.

6. Identification of learning issues
7. Consider individual differences
8. Assess interactional activities

Throughout the learning phase, teachers conducted periodic evaluations in order to track their pupils' improvement. In addition, the final evaluation of learning is essential. It serves to determine whether the learning goals were achieved and aids in the planning of future learning. In this stage, interaction between teacher and student, student and student, and student group or individual student occurs. This limitation to interaction includes a lot of an activity centered on the teacher and an activity centered on the students. Following are some aspects to consider during the teaching phase. They are using a common method and step by step in the class.

As mentioned by English teacher, he used teacher questioning as method of learning. Students give a question and find the answer, although it is sounds easily, that can provide challenge for student to think critically and naturally as in the field situation because they still like playing games, singing songs, saying rhymes and introducing their own thoughts and ideas.⁶⁵

Exchange 1: How to Answer if there are someone who ask what the time is it...?

T: Now today we are going to discuss about O'clock: Time. Have you ever met foreigners?

S: No

T: If you guys meet them and they are asking for help about time, did you know how to say about Time in English?

⁶⁵ Yulian Purnama, Op.cit., pages 30.

S: Yes yes

S1: With say: It is (bla bla bla o'clock)

T: Yeah, so what time is it? (teacher display the picture about o'clock; 10.00)

S: It is ten o'clock...

Exchange 2: Describe from the picture...

T: What time does Joshua breakfast?

S: at six o'clock

T: Yeah, Joshua breakfast at six o'clock

T: What time does Joshua go to school?

S1: A quarter.... (still thinking the answer)

S2: Joshua go to school at a quarter past six)

Exchange 1: Here the teacher makes it very clear what kinds of responses are required by providing examples, and indicates that a number of different answers is expected. The aim is to review the material in the previous day⁶⁶, and it is clear from what they say later that the students do in fact know the answer if there are someone who asking for the time. Also, the advantages of using questioning is to increase and empowering students' vocabulary. It is both interesting and accessible to students. The fact that the students answer immediately and apparently enthusiastically indicates that they probably have something to say.

⁶⁶ Penny Ur, A Course in English Language Teaching (United Kingdom: Cambridge University Press: 2012), p. 21.

Exchange 2: The combination of these two strategies makes the question far more accessible and easy to answer than something like *What can you see in the picture?* Also students attempts a response based on the examples (of the teacher and a previous speakers) which he or she might not have done without these models.

This is related with an article “The Implementation of Merdeka Curriculum on Students Learning for all Subjects (case study of face-to-face learning at SMK INFOKOM Bogor), aimed to know about the implementation of Merdeka curriculum for all subject. The study written by Mila Yaelasari and Vera Yuni Astuti, Indraprasta University 2022. The result showed that Merdeka curriculum give freedoms to the teacher and students in learning process. Government allowed everything that can be a way to learn something. So, at 4th Grade SDN 1 Purwanegara used LCD projector as media and teacher questioning as learning method to reach the goal of material.

c) Phase of Post-Teaching

After a face-to-face meeting with the students, this phase entails an activity or action. In the post-teaching phase contains how the teacher conducts an assessment according to the Merdeka curriculum. Based on the findings above, the English teacher at SDN 1 Purwanegara conducts appropriate assessments in the Merdeka curriculum including formative assessments and summative assessments. Formative assessment is carried out at the beginning of learning and during the learning process. The existence of reinforcement in formative assessment in the Merdeka Curriculum is used to design learning according to the stage of student achievement.⁶⁷ So, the teacher can group students based on the level of readiness. While the assessment carried out during the learning process

⁶⁷ Nisa', Z., “Implementasi Keterampilan Pembelajaran Abad 21 Berorientasi Kurikulum Merdeka Pada Pembelajaran Projek Penguatan Profil Pelajar Pancasila di SMP Al-Falah Deltasari Sidoarjo”, Universitas Islam Negeri Sunan Ampel Surabaya.

aims to monitor student learning progress during the learning process takes place. On the one hand, a summative assessment is carried out at the end of the lesson. It is intended as a process of evaluating the achievement of learning objectives.

Based on the findings described above, it can be seen that in the Merdeka Curriculum a thorough evaluation is carried out on the assessment of attitudes, knowledge, and skills. There is no separation of attitude, social, and spiritual assessments.⁶⁸ These assessments still exist as in the 2013 curriculum, but there are not assessed separately. However, it carried out in an integrated manner into one assessment. This is one of the characteristics of the Merdeka Curriculum assessment, namely a holistic and simple assessment. Therefore, the teacher will be more free or flexible and the administrative burden will be reduced. The following are among the acts of teachers that appear on stage after teaching:

1. Assess the work of children.

Assessment is an activity that cannot be separated from the work a teacher must complete after teaching. The teacher must administer a written, verbal, or acts/acts test, among others, in order to evaluate the effectiveness of his or her instruction. Quantitative or qualitative analysis may be utilized for evaluation purposes.

2. Evaluate teaching performance

The work of the teacher must be evaluated by the teacher. The teacher requires the integrity of one's judgment. Assessment focuses on aspects such as teaching styles, the structure of delivery of learning materials, the use of methods, the accuracy of formulation of learning objectives, and the precision with which tools and teaching aids are utilized.

⁶⁸ Nisa', Z., "Implementasi Keterampilan Pembelajaran Abad 21 Berorientasi Kurikulum Merdeka Pada Pembelajaran Projek Penguatan Profil Pelajar Pancasila di SMP Al-Falah Deltasari Sidoarjo", Universitas Islam Negeri Sunan Ampel Surabaya.

3. The next meeting will be planned.

Making teaching plans is not the same as teaching, but a policy document must be created as a template. This policy document is the result of the evaluation of the child's work (product evaluation) and the evaluation of the teacher's teaching (process evaluation). The components to be considered in the planning of instruction are the accuracy of the formulation of learning objectives, the consistency of materials with the purpose of learning, the selection of accurate methods, the use of teaching tools, the selection of learning sources, and the application of evaluation procedures, types, and tools in accordance with the formulations of learning objectives.

The purpose of this evaluation is to determine the characteristics, potential, and needs of students. So that the teacher is aware of the extent of the student's development and learning. This is consistent with the theory developed by Gronlund and Linn in "Evaluation and Learning" by Haryanto, which is the Objective-Referenced Evaluation method. This strategy uses program objectives as a criterion for determining the evaluation's success. The evaluator tries to measure the level at which the objective has been achieved. According to Gronlund and Linn, this method is an evaluation strategy intended to provide a measure of performance or performance that can be interpreted as a specific teaching or instructional objective (Specific instructional objective).⁶⁹ With this approach, the interpretation of a student's performance is based not on standards or norms, but on goals or objectives to be attained. This approach is also relatively new; it is based on the evaluator's previously established objectives, with the objective serving as the benchmark. Based on the finding above, there a

⁶⁹ Haryanto, *Evaluasi dan Pembelajaran (Konsep dan Manajemen)* (Yogyakarta: UNY Press, 2020), p. 114.

picture that students doing a test. It's a part of evaluation process which is teacher give them some question related to the lesson taught in order to achieve the learning objective and to check are student acquire the lesson or not. Then, evaluation not only like test or something, but it can be like conclusion in the end of the teaching process to give students the main ide of the material.

Teaching English to Young Learners can be a rewarding but challenging experience. Students at 4th grade of elementary school are kind of under 14 years old namely concrete operational stage. Confirming to the idea of Piaget argued that children's thinking develops through direct interaction with objects and their environment.⁷⁰ As the English teacher said that teaching English to young learners is different with adults. He created the class which is train to develop cognitive based on students' development level, that is concrete operational stage. Give some questions and students answered the question by their own thoughts. It encourages students to be critical thinkers.

Children develop what they already have and are constantly interacting with their surroundings, including learning how to solve problems found in their environment. There is a "learning" process, and the infant can solve the problem by doing something. Obviously, they are at the conclusion of the preoperational stage and the beginning of the operational stage, even the formal stage. It implies that children in elementary education require individualized attention based on their grade level. The psyche of the child develops slightly. In accordance with the growth of his knowledge and intelligence, he adopted a more logical and formal mode of thought.

Before teaching English to young learners, one should consider the topic which is as part of material to cover, as educating young children should be slow, patient, and repetitive. The curriculum in elementary, middle, and high school is significantly distinct. In addition, primary school students have unique learning

⁷⁰ Kasihani K.E Suyanto, "Hakikat Hakikat Pembelajaran Bahasa Inggris untuk Anak (EYL)". *English for Children* (2013), p. 4.

characteristics. They are typically active, opinionated, easily bored, and difficult to differentiate.

According to the results of interviews with fourth-grade students BGA and AAN, children at the elementary school level have a strong memory for new information and are very interested in the unique learning methods or styles promoted by a teacher. BGA and AAN said that their English teacher can create a very enjoyable learning environment that facilitate their process of learning material. In addition, if a pupil has not comprehended a certain concept, the teacher always repeats it.

Under the Merdeka curriculum, teachers and students are required to collaborate in order to develop a learning plan. Teachers must be creative in their approach to teaching English so that students may effectively follow along in class.

2. The Obstacles of Implementing Merdeka Curriculum in Teaching English

Teachers and students in Indonesia face a variety of problems and obstacles in language instruction and acquisition. The problems stem in part from students and English teachers.⁷¹ The teachers have problems in teaching English to young learners. First, the teachers' ability to write, master the structure and pronounce English word is an obstacle in learning English in elementary school. Second, the teacher starts learning directly on the topic without giving brainstorming. Third, learning facilities and parental support for student learning progress. Also, it was found that English teaching for elementary school which was less innovative. English teaching is still dominated by memorization and less on comprehension or ability for communication. In terms materials, it focuses mostly on vocabulary, grammar dan certain short text. The exercise is also matching and multiple choice which is lack of activity to guide the students understanding content of text. In other hand, the learning process must be interspersed with the context of language use naturally which the students could learn to understand the meaning in context.

⁷¹ Mumary Songbatumis, A. (2017). Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, 2(2). <https://doi.org/10.18196/ftl.2223>.

The Merdeka curriculum, also known as the Independent Curriculum, is an education initiative introduced in Indonesia to promote creativity, critical thinking, problem-solving, and communication skills in students, among other things. However, implementing the Merdeka curriculum in teaching English at 4th SDN 1 Purwanegara face some obstacles, including:

- a) A lack of vocabulary. A lack of vocabulary mastery among teachers can have a significant impact on students' learning and academic performance. Teacher who are not well-versed in a variety of words may struggle to effectively communicate complex concepts to their students, leading to confusion and frustration among learners. Additionally, a limited vocabulary can make it difficult for teachers to create engaging and challenging lessons that inspire students to think critically and creatively. With regard to this issue, the most difficult task encountered by students is mastering vocabulary.⁷² Students' lack of vocabulary mastery is due to the fact that they do not use English in their daily lives, making them feel no need to learn the words. This is related with an article, "Speaking Problems in English Communication". This study aimed to know about obstacles students encountered in english communication. Written by Fika Megawati and Vidya Mandarani, Universitas Muhammadiyah Sidoarjo. The result showed that some students are have difficulties in communicate with others, it is because lack of vocabulary, the only way to decrease the obstacle in learning English are students should learn about large of vocabulary, reading time and many times to try to speak English even though in small communication.
- b) Less-experience in making lesson plan of Merdeka curriculum version. Curriculum currently in use is the Merdeka curriculum. Therefore, the English teacher did not comprehend the concept of the Merdeka curriculum. There are some schools where teachers lack sufficient application expertise. The teacher acknowledged that other teachers are familiar with the term, but struggle to

⁷² Hasan, L.-N. K. (2016). The effect of lack of vocabulary on English language learners' performance with reference to English departments students at Salahaddin University-Erbil. ØÄÜÇÑì ÒÇäBÄ ÈÄ ÒÇäÓÉÉ äÑÄÜÇíÉÉíÉßÇä (ZANCO Journal of Pure and Applied Sciences), 211-227.

comprehend this new curriculum. Even though the curriculum has been in place for two years, there has been no workshop or socialization on this topic. Furthermore, the socialization has not been pervasive. It means that there must be others or even many school that still have the same case like this.⁷³

However, an English lesson may include some or all the following components:⁷⁴

1. Work on a listening or reading text, with associated comprehension tasks.
2. An oral communicative task, such as discussion of a controversial topic.
3. Presentation and explanation of a grammatical point.
4. Presentation and explanation of a vocabulary.
5. Exercises on linguistic usages, such as grammar, vocabulary, pronunciation, spelling or punctuation.
6. A writing text.
7. Silent reading of simplified readers chosen by the students.
8. Review of homework.
9. Preparation for a test, and test.

This curriculum module is distinct from previous ones. In order for teachers to be able to use existing government materials or Internet-based sources when developing instructional modules. This is also due to the independent curriculum's lack of extensive training and socialization. This is related with an article "English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang". This study sought to examine the readiness of English teachers and the obstacles they encountered in implementing the Merdeka curriculum. Written by Sania Tricahyati¹ and M. Zaim, English Language and Literature Department, Faculty of Languages and Arts, Universitas

⁷³ Pertiwi, Anita & Pusparini, Ririn. *Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum*. Edukatif: Jurnal Pendidikan. 3.. (2021).

⁷⁴ Penny Ur, *A Course in English Language Teaching* (United Kingdom: Cmbdridge University Press: 2012), p. 21.

Negeri Padang.⁷⁵ The article showed that there are still teachers who need some socializations and training about concepts of Merdeka curriculum because it is the current curriculum, moreover, teachers have obstacle in formulating learning outcomes and applied differentiated learning in the process in teaching learning.

The difficulty in designing the lesson plan caused by several factor. First, students condition. Students have different characters that made the teacher difficult decided how the lesson plan that would suitable for all students.⁷⁶

Also, Some teachers and administrators may resist the change to the Merdeka curriculum due to lack of understanding or unfamiliarity with the new approach to teaching. Associated with the current curriculum, English teacher did not familiar and comprehend a whole about the Merdeka curriculum. In addition, he still tried to explore what approach that proper to teach to students at 4th grade of elementary school.

⁷⁵ Sania Tricahyati, M. Zaim, *English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang*, Volume 12 No. 1 p 97-105, *Journal of English Language Teaching*, 2023, p. 97.

⁷⁶ Sakirudin. *English Teachers' Challenges in Designing English Lesson Plans for the 2022 Prototype Curriculum*. Thesis. Universitas Muhammadiyah Makassar. 2022.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, it was found that SDN 1 Purwanegara implemented Merdeka curriculum. However, it is only for 1st and 4th grade and researcher observed at 4th grade in English lesson. In implementing Merdeka curriculum in teaching English, the English teacher presented three phases, that is phase of pre-teaching, inter-teaching, and post-teaching. In addition, the teacher used teacher's questioning as learning method. According to observations, the teacher developed and posed some questions. Moreover, the questions related to the picture presented in LCD projector with the material about O'clock.

A fourth-grade English instructor at SDN 1 Purwanegara encountered difficulties in implementing the Merdeka curriculum. In particular, there is a lack of control over how the stages of creating modules are taught independently of the curriculum, due to the absence of government socialization in relation to independent curriculum policies. In addition, the lack of vocabulary knowledge in English that the teacher owes is not English, so the teacher must prepare the material before teaching the class.

B. Limitation of Study

Even though this research has been conducted as thoroughly as possible, it has numerous limitations:

1. This study is restricted and concentrated on Merdeka curriculum in teaching English, methods, and obstacles. So that there are only one method of teaching English applied by teacher because of the limit of capability from the teacher.

2. There are challenges in conducting the data. As a sample, only one class is used. When the researcher intended to study two samples but was only permitted to examine one. Therefore, there is no comparison between the two sections regarding the implementation of Merdeka curriculum in English instruction.
3. Due to the fact that the Merdeka curriculum is a relatively current curriculum, there is a dearth of relevant prior research, making it difficult for researcher to apply the necessary theory to this study.

C. Suggestion

Upon studying the aforementioned research, the researcher has identified several inputs and suggestions, they are:

1. For teachers

Hopefully, this research will inspire teachers to find such a more effective and appropriate way to teach English to elementary school students. In addition, it is hoped that the teacher will implement the other attractive method in the classroom. In addition, many primary school teachers have difficulty teaching English due to a lack of English language skills and insufficient resources for developing effective teaching strategies. Thus, efforts must be made by governments and educational institutions to improve teachers' skills and offer adequate resources for teaching English in elementary schools.

2. For students

It is hoped that the above result can help to enhance the English language proficiency of students. Students can learn that there are numerous enjoyable ways to learn English, which increase their motivation to study the language in class.

3. For others researcher

It is hope that future researchers encouraged to conduct research more thoroughly, so the results are satisfactory.



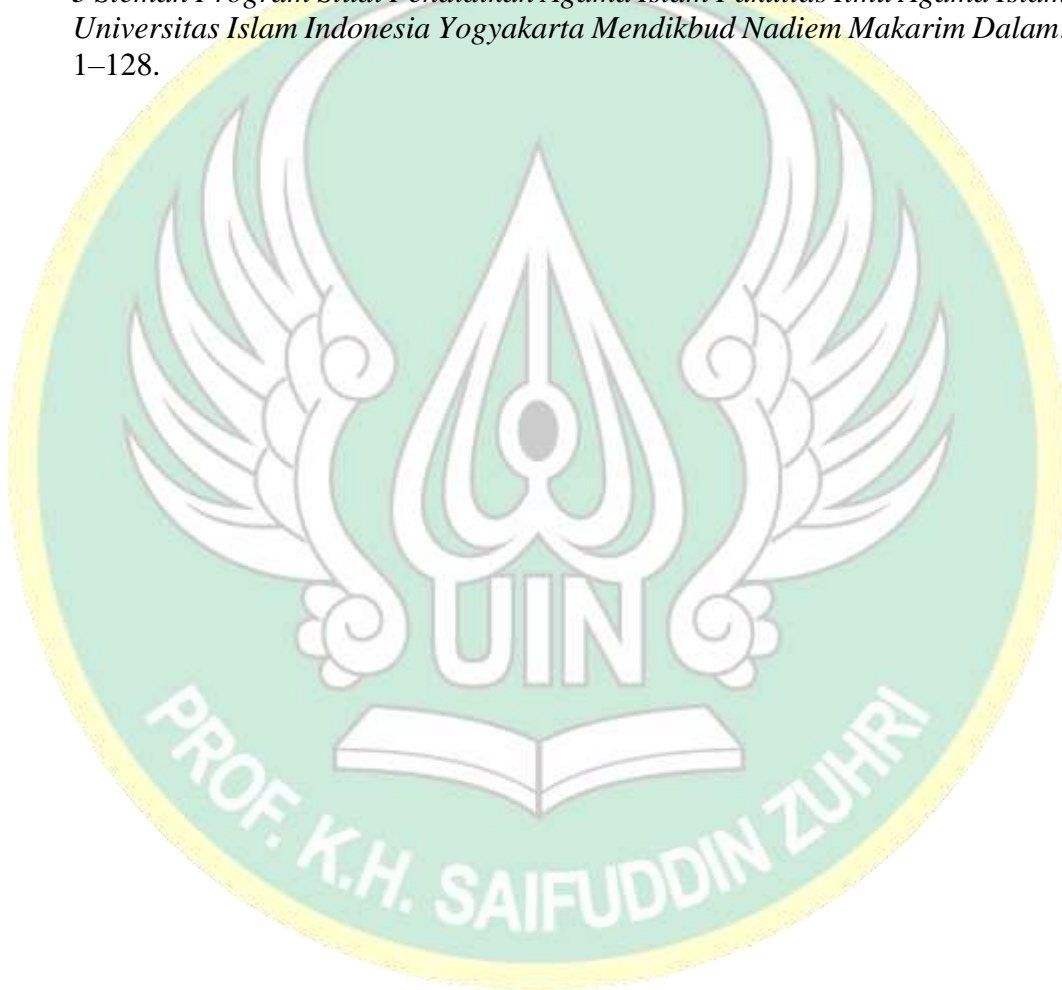
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APPENDICES

APPENDIX 1 Research Instrument

A. Observation Checklist

Observation Sheet 1

NO.	Experienced Aspects	Option		Description
		Yes	No	
A.	Opening			
	<ul style="list-style-type: none"> - Teacher opens the lesson by greeting the students - Pray before study - Teacher checks the student's attendance list - Teacher tells students about the lesson that will be learn - Teacher tells the aim of the subject that will be reached - Teacher asks students randomly about their activities in the past 			
B.	Core			
	<ul style="list-style-type: none"> - Teacher displays the material - Teacher asks students about the material - Students give their own answer/opinion about the lesson - Teacher helps students 			
C.	Closing			
	<ul style="list-style-type: none"> - Teachers give feedback and conclusion - Tell the students to do homework - Closing the activity 			

B. Interview Guideline

Place :

Date/time :

Interview :

1. Apakah sekolah sudah menerapkan kurikulum merdeka?
2. Apa yang menjadi alasan kuat mengapa memutuskan untuk memakai kurikulum merdeka, disamping ini adalah kurikulum opsional? Lalu bedanya antara kurikulum 2013, kurikulum darurat, dan kurikulum merdeka apa?
3. Mata pelajaran Bahasa Inggris disini masuk kedalam mata pelajaran wajib atau pilihan? Jikalau pilihan mengapa hanya menjadi mata pelajaran pilihan?
4. Apakah kurikulum merdeka benar-benar sudah diterapkan dalam kegiatan pengajaran khususnya pada pelajaran Bahasa Inggris?
5. Apa yang digunakan guru sebagai bahan rujukan atau pegangan dalam menerapkan kurikulum merdeka untuk meningkatkan hasil belajar siswa pada mata pelajaran Bahasa Inggris?
6. Bagaimana hasil belajar siswa setelah melakukan kegiatan pembelajaran menggunakan kurikulum merdeka khususnya dalam mata pelajaran Bahasa Inggris?
7. Apakah ada kendala dalam menerapkan kurikulum merdeka di sekolah?
8. Bagaimana cara ibu mengatasi masalah atau kendala-kendala yang dialami dalam penerapan kurikulum merdeka dalam meningkatkan hasil belajar pada mata pelajaran Bahasa Inggris?
9. Apakah semenjak memakai kurikulum merdeka sekolah mempunyai silabus? Lalu untuk modul ajar yang di siapkan oleh guru berasal dari pemerintah atau guru membuat sendiri?

10. Apakah di SDN 1 Purwanegara sudah menerapkan projek penguatan profil pelajar Pancasila SD? Bagaimana prosesnya serta mengambil contoh tema-tema apa saja?
11. Apa yang spesial dari SDN 1 Purwanegara yang membedakan dengan SDN lainnya?

Place :

Date/time :

Interview :

1. Sejak kapan SDN 1 Purwanegara menerapkan kurikulum merdeka khususnya dikelas 1 dan 4?
2. Apa yang menjadi ciri pembeda kurikulum merdeka dengan kurikulum-kurikulum lainnya?
3. Apa saja hal yang dipersiapkan SDN 1 Purwanegara ketika menyambut kurikulum merdeka?
4. Bagaimana tahap persiapan sebelum menerapkan kurikulum merdeka dalam kegiatan pembelajaran dikelas?
5. Apakah ada kesulitan dalam menyusun modul ajar?
6. Apa saja istilah-istilah baru yang digunakan dalam pembelajaran pada kurikulum merdeka?
7. Bagaimana implementasi kurikulum merdeka dalam pembelajaran Bahasa Inggris dikelas 4?
8. Bagaimana kiat bapak untuk mengembangkan materi pembelajaran yang disajikan di kelas?
9. Bagaimana bapak menyusun materi pembelajaran yang akan digunakan dalam pembelajaran di kelas?
10. Apa saja kriteria materi pembelajaran yang bapak pilih dalam menyelenggarakan kegiatan pembelajaran di kelas bapak?

11. Metode seperti apa yang bapak gunakan untuk mengajar Bahasa Inggris dikelas 4? berbasis inkuiri, berbasis proyek, berbasis masalah, dan pembelajaran terdiferensiasi.
12. Apakah bapak selalu menggunakan media dalam proses pembelajaran Bahasa Inggris dikelas 4?
13. Bagaimana hasil/output pada mata pelajaran Bahasa Inggris dengan adanya kurikulum merdeka?
14. Assesmen jenis apa yang digunakan dalam pembelajaran Bahasa Inggris dikelas 4? Bagaimana proses evaluasi tersebut?
15. Bagaimana hambatan dalam penerapan kurikulum merdeka pada pembelajaran Bahasa Inggris?
16. Apakah ada perbedaan terkait system dalam kurikulum 2013 dan kurikulum merdeka? Seperti apa saja? Dan hal spesifik apa yang menjadi pembeda? Mungkin dari hal persiapan, pelaksanaan, dan evaluasi
17. Apakah di SDN 1 Purwanegara sudah menerapkan projek penguatan profil pelajar Pancasila SD? Serta mengambil contoh tema-tema apa saja?
18. Apakah bapak setuju dengan pengajaran Bahasa Inggris to young learners?
19. Apakah ada pembeda mengajar anak kecil dan orang dewasa pada umumnya?

Place :

Date/time :

Interview :

1. Apakah kalian mengetahui apa itu kurikulum merdeka?
2. Apakah kalian senang dengan kegiatan pembelajaran Bahasa Inggris?
3. Apakah selain di sekolah (di luar jam pelajaran/di rumah) kalian selalu belajar mata pelajaran Bahasa Inggris?
4. Seperti apa pak Adi kalau mengajar Bahasa Inggris dikelas kalian?

5. Apa materi lain yang kalian dapatkan selain materi dalam pembelajaran?
6. Ketika pak Adi menyampaikan materi dikelas apakah mudah dipahami?

Observation Results

Observation Checklist

Teacher : Paskalis Adi Pristanto, S.Pd, Gr

Class : Fourth Grade A

Date : 12th January 2023

NO.	Experienced Aspects	Option		Description
		Yes	No	
A.	Opening			
	- Teacher opens the lesson by greeting the students	✓		Students respond and answer greetings from the teacher well
	- Pray before study	✓		A class leader leads the prayer together
	- Teacher checks the student's attendance list	✓		All of students attended the class (no missing)
	- Teacher tells students about the lesson that will be learn	✓		Teacher told student about the material, that is about Time: O'clock
	- Teacher tells the aim of the subject that will be reached	✓		Students respond positively by giving responses and questions about the material
	- Teacher asks students randomly about their activities in the past		✓	--
B.	Core			

	<ul style="list-style-type: none"> - Teacher displays the material (Time: O'clock) - Teacher asks students about the material - Students give their own answer/opinion about the lesson - Teacher helps students 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>Students pay attention when the teacher delivers the material</p> <p>The question is related to the material about time</p> <p>Students responded to the teacher's questions enthusiastically</p> <p>Give another answer and the appreciation to the students</p>
C.	Closing			
	<ul style="list-style-type: none"> - Teacher gives feedback and conclusions - Tell the students to do homework - Closing the activity 	<p>✓</p> <p>✓</p> <p>✓</p>		<p>The teacher gives feedback and conclusions to students</p> <p>The teacher gives homework to students</p> <p>The teacher closed the class by saying hamdallah and salam</p>

APPENDIX 2 Transcript Interview

1. Interview result with the curriculum coordinator

Place : SDN 1 Purwanegara
Date/time : 27th January 2023/09.20-09.45
Interviewee : Darinah, S.Pd.SD., M.Pd.

Researcher : Well, Mrs, I will interview you about the current curriculum, that is Merdeka curriculum. Apakah sekolah sudah menerapkan kurikulum merdeka?

CC : Sudah

Researcher : Apa yang menjadi alasan kuat mengapa memutuskan untuk memakai kurikulum merdeka, disamping ini adalah kurikulum opsional? Lalu bedanya antara kurikulum 2013, kurikulum darurat, dan kurikulum merdeka apa?

CC : Untuk jangka panjang pemerintah ke depan akan menerapkan kurikulum merdeka untuk semua satuan pendidikan. Saat pandemi kemarin, sudah dimulai dengan penyusunan kurikulum darurat, mengingat kondisi pandemi pelaksanaan pembelajaran harus dilaksanakan secara daring. Alasannya bahwa kurikulum 2013 sangat tidak fleksibel, artinya saat pandemi kemarin sekolah tidak dapat memilih mau fokus di bagian mana dulu. Sebenarnya kurikulum darurat itu merupakan bentuk penyederhanaan dari kurikulum 2013 yang disesuaikan dengan kondisi masing masing sekolah. Untuk selanjutnya kurikulum darurat ini disempurnakan lagi dengan disesuaikan dengan perkembangan ilmu dan teknologi yang selalu mengalami perkembangan yang sangat pesat, menjadi kurikulum merdeka.

Researcher : Mata pelajaran Bahasa Inggris disini masuk kedalam mata pelajaran wajib atau pilihan? Jikalau pilihan mengapa hanya menjadi mata pelajaran pilihan?

CC : Dalam kurikulum merdeka , Bahasa Inggris menjadi mata pelajaran tetap, berbeda dengan kurikulum 2013 bahwa bahasa Inggris menjadi mata pelajaran muatan lokal/pilihan. Namun, walau menjadi mata pelajaran tetap/wajib, sekolah masih diberi kemerdekaan untuk mempertimbangkan sesuai dengan kondisi sekolah. Sebab kondisi setiap sekolah tidaklah sama, misal tenaga pengajar khusus, atau kompetensi guru terhadap bahasa Inggris tidak sama.

Researcher : Apakah kurikulum merdeka benar-benar sudah diterapkan dalam kegiatan pengajaran khususnya pada pelajaran Bahasa Inggris?

CC : Untuk perangkat pembelajarannya sudah disiapkan oleh pemerintah sesuai dengan kurikulum merdeka. Pembelajaran bahasa Inggris memiliki peluang untuk mencapai Profil Pelajar Pancasila melalui materi teks tertulis, visual, teks oral, maupun aktivitas-aktivitas yang dikembangkan dalam proses belajar mengajar. Apakah sudah diterapkan dalam kegiatan pembelajaran apa belum tergantung bagaimana guru menggunakan perangkat pembelajaran tersebut. Namun, di sekolah ini guru sudah mulai menerapkannya dalam kegiatan pengajaran.

Researcher : Apa yang digunakan guru sebagai bahan rujukan atau pegangan dalam menerapkan kurikulum merdeka untuk meningkatkan hasil belajar siswa pada mata pelajaran Bahasa Inggris?

CC : Pegangan guru atau bahan rujukan yang digunakan adalah perangkat pembelajaran yang telah disiapkan oleh pemerintah di dalam Platform Merdeka mengajar.

Researcher : Bagaimana hasil belajar siswa setelah melakukan kegiatan pembelajaran menggunakan kurikulum merdeka khususnya dalam mata pelajaran Bahasa Inggris?

CC : Hasil belajar siswa baik. Rata-rata siswa dapat mengikuti pembelajaran dengan baik.

Researcher : Apakah ada kendala dalam menerapkan kurikulum merdeka di sekolah?

CC : Ada

Researcher : Bagaimana cara ibu mengatasi masalah atau kendala-kendala yang dialami dalam penerapan kurikulum merdeka dalam meningkatkan hasil belajar pada mata pelajaran Bahasa Inggris?

CC : Kendala yang muncul di sekolah yaitu tidak tersedia guru khusus mata pelajaran bahasa Inggris dan guru kelas tidak semuanya memiliki kemampuan bahasa Inggris yang baik. Maka saya mengambil kebijakan dengan memberikan kesempatan kepada semua guru untuk berkolaborasi saling mengajar kelas lain. Misal; guru A menguasai bahasa Inggris, namun kurang menguasai materi Bahasa Jawa. Sedangkan guru B kurang menguasai materi bahasa Inggris, tapi sangat menguasai materi Bahasa Jawa. Maka mereka saling bertukar mengajar pada mata pelajaran tersebut.

Researcher : Apakah semenjak memakai kurikulum merdeka sekolah mempunyai silabus? Lalu untuk modul ajar yang di siapkan

oleh guru berasal dari pemerintah atau guru membuat sendiri?

CC : Mempunyai. Modul ajar yang digunakan dengan mengunduh dari perangkat ajar yang telah disediakan pemerintah di PMM, lalu disesuaikan dengan situasi dan kondisi sekolah

Researcher : Apakah di SDN 1 Purwanegara sudah menerapkan proyek penguatan profil pelajar Pancasila SD? Bagaimana prosesnya serta mengambil contoh tema-tema apa saja?

CC : Sedang berproses di tahun pertama ini. Prosesnya yaitu, diawali dengan pembentukan tim proyek penguatan profil pelajar pancasila yang diambil dari semua tenaga guru di sekolah. Tim yang menentukan tema-tema yang tepat dilaksanakan di sekolah. Untuk sekolah ini menerapkan proyek dengan tema Gaya Hidup Berkelanjutan.

Researcher : Apa yang special dari SDN 1 Purwanegara yang membedakan dengan SDN lainnya?

CC : SDN 1 Purwanegara berkolaborasi dengan pihak ketiga untuk dapat mengembangkan bakat dan minat anak anak melalui kegiatan ekstrakurikuler panahan, karate, dan kaligrafi yang belum ada di sekolah lain.

2. Interview result with the English teacher

Place : SDN 1 Purwanegara

Date/time : 19th January 2023/10.00-10.45

Interviewee : Paskalis Adi Pristanto, S.Pd, Gr

Researcher : Sejak kapan SDN 1 Purwanegara menerapkan kurikulum merdeka khususnya dikelas 1 dan 4?

MA : Juli tahun 2022, yang dimana dimulai untuk diterapkan di kelas 1 dan 4 sesuai dengan kebijakan baru dari pemerintah. Pihak sekolah mendaftar karena memang diberi pilihan untuk menggunakan kurikulum merdeka atau tetap di kurikulum 2013. Akhirnya kami memutuskan untuk menerapkan kurikulum merdeka. Sejauh ini, sejauh ini belum terlihat peningkatan yang begitu signifikan pada mata pelajaran Bahasa Inggris, hal itu selaras dengan fakta bahwa ini adalah kurikulum baru dan masih mencoba mencapai target dari proses pembelajaran dan menghasilkan hasil belajar siswa yang baik.

Researcher : Apa yang menjadi ciri pembeda kurikulum merdeka dengan kurikulum-kurikulum lainnya?

MA : Sangat jelas kurikulum sebelumnya pelajarannya menggunakan per tema, yang dimana dalam satu buku misalnya sudah ada mata pelajaran Bahasa Indonesia, matematika, IPA, IPS, agama, dsb. Tetapi sekarang sudah dipisah, yaitu pelajaran per bidang sudah mempunyai buku sendiri. Cuma pembedanya yaitu tidak semuanya dipisah, justru ada mata pelajaran yang disederhanakan yaitu IPA dan IPS digabung menjadi IPS supaya siswa mampu terpicu untuk mengelola lingkungan alam dan sosial dalam satu kesatuan. Sebagai tambahan kurikulum ini, masih ada beberapa sekolah yang belum menguasai konsep kurikulum merdeka karena harus membutuhkan penerapan bertahap.

Researcher : Apa saja hal yang dipersiapkan SDN 1 Purwanegara ketika menyambut kurikulum merdeka?

MA : Harus tahu cara-caranya, maksudnya kita kan harus tahu dulu kurikulum yang baru ini kalau di kelas tuh pelajarannya,

yang sudah disebutkan tadi kan beda tuh, pelajarannya kan beda nih, pertamanya pakai tema, terus habis tuh yang kedua mata pelajaran, lalu hal yang perlu diketahui adalah mengenai capaian pembelajaran dengan mengetahui keadaan dan kebutuhan siswa. Memang capaian pembelajaran ini sudah dituliskan oleh pemerintah. Tapi, sebagai guru Bahasa Inggris, terkadang saya menambahkan materi yang akan diajarkan tergantung pada kebutuhan dan kondisi sebab guru harus memahami semua peserta didiknya.

Researcher : Jadi sekolah tinggal memakai?

MA : Iya, tinggal memakai dan capaian pembelajarannya itu disusun per fase. Fase A untuk kelas 1 dan 2, fase B untuk kelas 3 dan 4, dan fase C untuk kelas 5 dan 6. Selain itu, ada beberapa istilah baru yang digunakan dalam kurikulum ini, seperti: Capaian Pembelajaran (CP), Alur Tujuan Pembelajaran (ATP), Modul Ajar, Profil Pelajar Pancasila, dan lain-lain.

Researcher : Iya bisa diartikan juga seperti ini, kalau dalam kurikulum 2013 materi yang akan diajarkan guru harus tetap dilanjutkan ke bab berikutnya, tanpa mengetahui secara pasti apakah siswa sudah memahami materi atau belum. Tetapi pada kurikulum merdeka ini, guru dituntut untuk menunggu sampainya kemampuan siswa sesuai capaian pembelajaran yang diharapkan untuk bisa lanjut ke materi berikutnya.

MA : Iya, terlebih buku yang ada pada kurikulum merdeka ini bisa dikembangkan dengan mengikuti tahap perkembangan siswa. Semisal siswa sudah bisa sampai triliunan nih, padahal di buku materi tentang triliunan sangat sedikit

materinya, tetapi kalau siswa sudah paham banget kita bisa langsung lanjut ke bab tau materi selanjutnya. Tetapi kalau belum bisa ya sudah kita tetap di materi itu, karena jika dipaksa lanjutpun akan keberatan.

Researcher : Bagaimana tahap persiapan sebelum menerapkan kurikulum merdeka dalam kegiatan pembelajaran dikelas?

MA : Untuk modul ajar disini kamu belum terlalu familiar pada kurikulum merdeka, jadi belum banyak yang tau akan bentuknya. Sehingga agak sedikit kesusahan, jadi guru menggunakan modul ajar yang telah dibuat atau dari pemerintahnya langsung yang telah disiapkan. Dan tidak menutup kemungkinan untuk dilakukan penambahan atau pengurangan materi tergantung peserta didiknya. Lalu, hal yang perlu dipersiapkan yaitu tahapan pembelajaran. Termasuk didalamnya adalah materi yang dimana mengharuskan guru dan siswa mencari sendiri materi yang dibutuhkan sesuai dengan keadaan dan kebutuhan. Sehingga ada sangkut-pautnya dengan teknologi. Sebagai contoh dalam mata pelajaran Bahasa Indonesia, dalam buku sudah disebutkan bahwa sekarang sudah tidak menggunakan kamus manual lagi nih, tetapi sudah menggunakan Kamus Besar Bahasa Indonesia/KBBI online. Selain itu perihal literasi, siswa tidak hanya membaca lewat buku secara fisik, melainkan mereka dapat mencari buku bacaan lewat online.

Researcher : Maaf, tetapi bukankah di kurikulum sebelumnya juga siswa boleh mencari sendiri materi lewat online? Berarti sama saja dengan kurikulum merdeka?

MA : Sama, tetapi kurikulum merdeka ini lebih mendalam dan lebih dibiarkan apa adanya supaya guru dapat

mengembangkan sendiri materinya. Sedangkan kurikulum yang lama materi disajikan lebih detail, karena dulu kami pakainya sejenis LKS atau buku ajar guru. Sebagai contoh lagi, pada materi perubahan energi, anak-anak kan harus tau apa saja contoh energi yang ada, meskipun di buku terdapat materi tentang perubahan energi tetapi guru harus mencari lagi karena penjelasan materi tidak sedetail pada kurikulum 2013.

Interviewer : Apakah ada kesulitan dalam menyusun modul ajar?

MA : Iya pasti ada

Researcher : Kesulitannya seperti apa pak?

MA : Kesulitannya karena memang belum terlalu familiar, jadi belum mampu memahami langkah-langkah dalam penyusunan modul ajar. Semisal, setelah identitas apa, lalu metode, lalu apa dan seterusnya itu saya belum hapal.

Interviewer : Menurut sepengetahuan saya, dalam kurikulum merdeka ini khususnya dalam modul ajar itu guru harus menuliskan profil siswa.

MA : Harusnya iya, tetapi menurut saya sekarang lebih ke secara global saja dengan langsung mengetahui siswa dikelas nya seperti apa dan bagaimana. Supaya tidak repot karena jika ditulis semua profil siswa itu akan sangat banyak. Seperti halnya pada rapor siswa kemarin harus menuliskan deskripsi. Bayangkan jika kita harus menuliskan diri dan karakteristik siswa secara keseluruhan? Mungkin bisa saja, tetapi kan akan membutuhkan jam dan hari yang dimana waktu guru juga terbatas akan kesibukan yang lain dan guru tidak mungkin dapat menghafal karakteristik seluruh siswa didalam kelas. Jadi kemarin di aplikasi sudah ada yang

langsung pakai rumus nih, tetapi rumusnya memasukkan capain-capaian pembelajaran yang ada. Maksudnya adalah deskripsinya itu melihat dari nilai-nilai siswa. Misal Bahasa Inggris, pada capaian pembelajaran 1, kok nilainya si A jelek ya? Nah itu yang akan masuk di deskripsi. Jadi, disebutkan capaian pembelajaran yang nilainya jelek dengan pemberian deskripsi; siswa A masih belum cukup memahami (tentang apa) dengan menyebutkan capaian pembelajarannya. Jadi, deskripsi yang ada di rapor dituliskan secara jelas, bukan secara global.

Interviewer : Apa saja istilah-istilah baru yang digunakan dalam pembelajaran pada kurikulum merdeka?

MA : Modul Ajar, Capaian Pembelajaran, ATP, Assessment, dan lain sebagainya

Interviewer : Bagaimana implementasi kurikulum merdeka dalam pembelajaran Bahasa Inggris dikelas 4?

MA : Sebenarnya ini yang bikin saya agak kaget sih, dulu kan kita belajar Bahasa Inggris ada Verb+Ing. Kalau sekarang tuh enakanya adalah buku itu lebih focus kepada materi kehidupan sehari-hari dan sering jumpai dan gunakan, terlebih materi yang ada di buku sudah berupa penjelasan dalam bentuk gambar. Misal materi tentang number, di bukunya tidak ada deskripsi one adalah sama dengan 1.

Interviewer : Bagaimana kiat bapak untuk mengembangkan materi pembelajaran yang disajikan di kelas?

MA : Lebih enak dengan menggunakan video pembelajaran, tetapi harus memerlukan usaha yang sangat besar. Karena tidak semuanya akan berjalan seperti yang diharapkan. Seperti pada kegiatan dikelas kemarin pada materi O'clock,

tidak hanya ada satu penyebutan pada waktu, tetapi ada banyak cara namun guru harus pintar-pintar dalam mencari lagi bahan materi tambahannya. Sehingga penting sekali bagi saya untuk mempersiapkan hal-hal yang menarik yang dapat membantu memperlancar jalannya proses pembelajaran dalam kelas. Lalu, games juga diperlukan seperti flashcard, yaitu berupa kartu untuk mempermudah memberikan gambaran kepada siswa.

Interviewer : Bagaimana bapak menyusun materi pembelajaran yang akan digunakan dalam pembelajaran di kelas?

MA : Tetap melihat pada buku pelajaran sih, namun menyusun materi pelajaran untuk hari itu juga ada kemungkinan akan mengulang lagi dihari berikutnya untuk memastikan tingkat kepahaman siswa terhadap materi tersebut.

Interviewer : Apa saja kriteria materi pembelajaran yang bapak pilih dalam menyelenggarakan kegiatan pembelajaran di kelas bapak?

MA : Tentunya dengan memerhatikan tingkat kebutuhan siswa, hal-hal yang seringkali ditemui pada kehidupan sehari-hari. Disitulah saya harus pandai dalam memodifikasi bahan materi yang akan diajarkan.

Interviewer : Apa sajakah sumber pembelajaran yang bapak gunakan dalam mengajar?

MA : Buku dan video pembelajaran. Lalu bisa juga dengan memberikan sumber literasi Bahasa Inggris. Yang dimana terdapat literasi sesuai fase anak. Namun saya belum menerapkannya karena belum sampai pada tahap materi bacaan yang pas untuk literasi.

Interviewer : Metode seperti apa yang bapak gunakan untuk mengajar Bahasa Inggris di kelas 4? berbasis inkuiri, berbasis proyek, berbasis masalah, dan pembelajaran terdiferensiasi.

MA : Dengan cara memberi umpan pertanyaan dari guru, jadi saya biasanya memberikan pertanyaan yang berhubungan dengan materi yang telah atau akan diajarkan. Hal itu untuk me-review tingkat pemahaman mereka terkait pelajaran sehingga peserta didik mampu berpikir tidak hanya seputar materi di dalam kelas, tetapi hal-hal yang ada di luar sekolah juga.

Interviewer : Apakah bapak selalu menggunakan media dalam proses pembelajaran Bahasa Inggris di kelas 4?

MA : Iya itu pasti. Media yang dapat digunakan untuk anak sekolah dasar bervariasi. Namun, kita harus memperhatikan usia mereka juga. Jadi, saya menggunakan LCD proyektor yang ada videonya sekaligus gambar supaya dapat menarik minat dan menikmati proses pembelajaran.

Interviewer : Bagaimana hasil/output pada mata pelajaran Bahasa Inggris dengan adanya kurikulum merdeka?

MA : Masih belum terlihat secara signifikan. Namun bisa dikatakan 50% dari materi siswa sudah mampu menguasai. Selain itu, anak-anak juga banyak yang les privat di luar sekolah sehingga guru merasa terbantu akan potensi perkembangan Bahasa Inggris anak-anak.

Interviewer : Assesmen jenis apa yang digunakan dalam pembelajaran Bahasa Inggris di kelas 4? Bagaimana proses evaluasi tersebut?

MA : Jenis assessmen yang paling sering digunakan yaitu formatif dan sumatif. Jadi kita mengajar siswa terlebih dahulu, lalu diberikan tugas-tugas dan siswa mulai mengerjakan soal ujian. Yang kedua, yaitu sumatif yang dimana dilakukan ditengah dan akhir semester.

Interviewer : Bagaimana hambatan dalam penerapan kurikulum merdeka pada pembelajaran Bahasa Inggris?

MA : Sedikit penguasaan kosa kata dalam Bahasa Inggris yang menghambat proses belajar dan mengajar dikelas. Sehingga akan mudah lagi jika didalam buku ajar terdapat kosa kata yang memang sangat dibutuhkan sebagai tambahan pengetahuan siswa. Tapi saya selaku guru pun masih memiliki kekurangan dalam Bahasa Inggris, hal itupun menjadi faktor penghambat saya ketika mengajar.

Interviewer : Apakah ada perbedaan terkait system dalam kurikulum 2013 dan kurikulum merdeka? Seperti apa saja? Dan hal spesifik apa yang menjadi pembeda? Mungkin dari hal persiapan, pelaksanaan, dan evaluasi.

MA : Kalau dalam kegiatan mengajar dikelas itu tidak ada yang membedakan, namun kalau dilihat dari modul ajar mungkin terdapat perbedaan yang signifikan. Perbedaan dengan kurikulum 2013 juga tidak terlalu jauh, sama saja mulai dari pendahuluan, inti, dan evaluasi.

Interviewer : Apakah di SDN 1 Purwanegara sudah menerapkan proyek penguatan profil pelajar Pancasila SD? Serta mengambil contoh tema-tema apa saja?

MA : Iya, sudah mulai diterapkan. Pihak sekolah mengambil 2 tema, yaitu tentang pengolahan barang bekas dan kesenian daerah. Rapor P5 ini diberikan diakhir semester. Proyek ini

diadakan dua kali dalam setahun. Kemarin yang pertama Untuk penugasan sudah mulai disampaikan dan akan berkelanjutan sampai akhir semester. P5 akan diberikan pada akhir. Rencana di semester ini akan ada lagi, untuk rapor P5 sudah ada dalam aplikasi yang nantinya bisa dicetak, deskripsi berupa kualitatif anak, P5 ini masuk kedalam pelajaran yang dibuat dalam 1 hari dikelas 1 dan 4. Semisal guru PJOK mau mengisi ya boleh maupun guru kelas.

Interviewer : Apakah bapak setuju dengan pengajaran Bahasa Inggris to young learners?

MA : Saya setuju pelajaran Bahasa Inggris diajarkan sejak dini. Anak-anak mulai diberikan materi Bahasa Inggris sejak bangku sekolah dasar memang sangat penting untuk membangun kemampuan dimasa depan.

Interviewer : Apakah ada perbedaan mengajar anak kecil dan orang dewasa pada umumnya?

MA : Iya, saya pribadi berpikir dua kali sebelum mengajar dikelas, karena ini bukan mengajar orang dewasa, namun anak-anak. Jadi saya berusaha menciptakan kelas yang asyik, mudah dipahami, serta selaras dengan konsep kurikulum merdeka.

3. Interview result with the students

Place : Library of SDN 1 Purwanegara

Students : Fourth Grade A

Date/time : 19th January 2023/09.00-09.15

Interviewee : Bening Ganendri Arundayu & Athallah Akmal Nugroho

Interviewer : Apakah kalian mengetahui apa itu kurikulum merdeka?

BGA & AAN : Enggak, sih mbak. Tapi udah tau kalo sekolahan sudah pake kurikulum merdeka.

Interviewer : Apakah kalian senang dengan kegiatan pembelajaran Bahasa Inggris?

BGA & AAN : Iya senang

Interviewer : Apakah selain di sekolah (di luar jam pelajaran/di rumah) kalian selalu belajar mata pelajaran Bahasa Inggris?

BGA & AAN : Iya, aku juga ikut les di rumah. Jadi, banyak sekali ilmu yang kami tau

Interviewer : Seperti apa pak Adi kalau mengajar Bahasa Inggris di kelas kalian?

BGA & AAN : Pak Adi selalu membuka kelas dengan memberikan pertanyaan (masalah) terkait materi yang akan diajarkan. Semisal “Kalian tau ga kalau ditanya sekarang jam berapa atau Bahasa Inggrisnya jam enam lebih seperempat. Itu kalian bilang bagaimana?”

Interviewer : Apa materi lain yang kalian dapatkan selain materi dalam pembelajaran?

BGA & AAN : Kosakata Bahasa Inggris bu. Jadi, pak Adi selalu menyelingi dengan memberikan beberapa kosakata

Interviewer : Ketika pak Adi menyampaikan materi di kelas apakah mudah dipahami?

BGA & AAN : Iya, pak Adi itu pembawaannya seru, nyambung juga dengan kita dan bisa mengikuti kalau kita butuh sesuatu. Cara menjelaskannya juga pelan, kalau ada yang belum dipahami pasti diulangi sampai bisa.

APPENDIX 3 Documentation

(Interview)





(Observation)





MODUL AJAR KURIKULUM MERDEKA 2022

SEKOLAH DASAR (SD/MI)

Nama penyusun : Paskalis Adi Pristanto, S.Pd.Gr.
Nama Sekolah : SD Negeri 1 Purwanegara
Mata Pelajaran : Bahasa Inggris
Fase B, Kelas / Semester : IV (Empat) / II (Genap)

MODUL AJAR KURIKULUM MERDEKA 2022 BAHASA INGGRIS SD KELAS 4

INFORMASI UMUM																											
A. IDENTITAS MODUL																											
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Penyusun</td> <td style="width: 10%; text-align: center;">:</td> <td>Paskalis Adi Pristanto, S.Pd.Gr.</td> </tr> <tr> <td>Instansi</td> <td style="text-align: center;">:</td> <td>SD Negeri 1 Purwanegara</td> </tr> <tr> <td>Tahun Penyusunan</td> <td style="text-align: center;">:</td> <td>Tahun 2022</td> </tr> <tr> <td>Jenjang Sekolah</td> <td style="text-align: center;">:</td> <td>SD</td> </tr> <tr> <td>Mata Pelajaran</td> <td style="text-align: center;">:</td> <td>Bahasa Inggris</td> </tr> <tr> <td>Fase / Kelas</td> <td style="text-align: center;">:</td> <td>B / 4</td> </tr> <tr> <td>Semester</td> <td style="text-align: center;">:</td> <td>II (Genap)</td> </tr> <tr> <td>Unit / Tema</td> <td style="text-align: center;">:</td> <td>8. Be On Time!</td> </tr> <tr> <td>Alokasi Waktu</td> <td style="text-align: center;">:</td> <td>6 Minggu (2 X 35 Menit)</td> </tr> </table>	Penyusun	:	Paskalis Adi Pristanto, S.Pd.Gr.	Instansi	:	SD Negeri 1 Purwanegara	Tahun Penyusunan	:	Tahun 2022	Jenjang Sekolah	:	SD	Mata Pelajaran	:	Bahasa Inggris	Fase / Kelas	:	B / 4	Semester	:	II (Genap)	Unit / Tema	:	8. Be On Time!	Alokasi Waktu	:	6 Minggu (2 X 35 Menit)
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Semester	:	II (Genap)																									
Unit / Tema	:	8. Be On Time!																									
Alokasi Waktu	:	6 Minggu (2 X 35 Menit)																									
B. KOMPETENSI AWAL																											
<ul style="list-style-type: none"> ❖ Anak mampu mengidentifikasi waktu. ❖ Anak dapat berbicara tentang waktu 																											
C. PROFIL PELAJAR PANCASILA																											
<ul style="list-style-type: none"> ❖ Mandiri ❖ Kreatif ❖ Beriman bertakwa kepada Tuhan Yang Maha Esa. 																											
D. SARANA DAN PRASARANA																											
<ul style="list-style-type: none"> ❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 <i>My Next Words Grade 4 Student's Book For Elementary School</i>, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik ❖ Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis. 																											
E. TARGET PESERTA DIDIK																											
<ul style="list-style-type: none"> ❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin 																											
F. JUMLAH PESERTA DIDIK																											
<ul style="list-style-type: none"> ❖ Minimum 15 Peserta didik, Maksimum 25 Peserta didik 																											
G. MODEL PEMBELAJARAN																											
<ul style="list-style-type: none"> ❖ Pembelajaran Tatap Muka 																											
KOMPENEN INTI																											
A. TUJUAN KEGIATAN PEMBELAJARAN																											
<ul style="list-style-type: none"> ❖ Capaian Pembelajaran : Membaca-Memirsa Peserta didik memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif 																											

Menyimak-Berbicara

Peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosa kata sederhana. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

❖ **Tujuan Pembelajaran:**

- Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya.
- Peserta didik mampu membuat kalimat dengan menggunakan verb ing.

B. PEMAHAMAN BERMAKNA

- #### ❖ Peserta didik akan belajar mengenal waktu

C. PERTANYAAN PEMANTIK

- #### ❖ Apa yang dimaksud dengan On time?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Kegiatan Inti

Look and Say

1. Guru memberitahukan kegiatan hari ini yaitu peserta didik akan belajar mengenal waktu.
2. Guru menunjukkan jam dinding (jam dinding bisa jam asli atau tiruan sebagai media pembelajaran buatan guru) dan memberi pertanyaan untuk peserta didik.

Contoh pertanyaan guru untuk peserta didik :

“Do you know what is this ?”

“Yes, it is a clock”.

“Do you have any clock at home?”

“Do you know what time is it now?”

3. Guru menyebutkan beberapa waktu yang menunjukkan waktu tepat.

Contoh:

“ it is seven o'clock. It is twelve o'clock. It is ten o'clock”.

(maka sebaiknya menggunakan jam terbuka agar dapat memindahkan jarum panjang dan pendeknya)

4. Guru mengajak peserta didik mengamati buku peserta didik halaman 78 dan 79.
5. Guru meminta beberapa peserta didik membaca nyaring.
6. Guru memberikan contoh pelafalannya dan peserta didik menirukan.
7. Guru menentukan waktu tertentu menggunakan jam dinding, guru bertanya pada peserta didik
Guru: ***“What time is it?”***
Peserta didik: ***“It is one o’clock”***.

Listen and Circle

1. Guru memberitahukan kegiatan selanjutnya peserta didik akan menyimak dan melingkari kalimat yang tepat sesuai instruksi guru.

Contoh:

“Hello children, today we are going to listen and circle the sentences in your book”.

2. Guru memberikan contoh dengan menuliskan nomer 1a dan 1b pada papan tulis.
3. Guru memberikan instruksi kepada peserta didik untuk mendengarkan dengan baik kalimat yang akan diucapkan dan melingkari 1 jawaban yang tepat sesuai ucapan guru.

Contoh instruksi guru:

“Look at the number and the sentences”. (menunjuk pada nomer soal dan kedua kalimat).

“Listen to me and circle the correct answer, it is half past six”.

4. Guru meminta satu peserta didik untuk maju dan melingkari jawaban yang tepat.

Contoh kalimat guru untuk peserta didik:

“Girl, comes here!”

“Put a circle on the correct answer”.

5. Guru memberikan 1 contoh lagi seperti diatas untuk memahamkan peserta didik.
6. Guru mengajak peserta didik membuka dan mengamati halaman 80 pada buku peserta didik.
Guru member instruksi:

“now open you book page 80, listen to me and circle the correct answer”

7. Guru membacakan kalimat dan peserta didik melingkari jawaban yang benar.

Kalimat guru yang diperngarkan guru kepada peserta didik adalah sebagai berikut:

It is a half past nine.

It is a half past ten.

It is a half past eight.

It is twelve o’clock.

It is one o’clock.

It is a half past two.

It is five o’clock.

It is a half past one

Game

1. Guru menyebutkan kegiatan selanjutnya peserta didik akan bermain kartu/flash card (flash card terdiri dari 2 jenis kartu, yaitu kartu bergambar jam dan kartu kata-kata).
2. Guru membagikan flash cards kepada 2 orang peserta didik.

3. Peserta didik saling bertanya menggunakan flash cards bergambar jam digital.
4. Peserta didik pertama bertanya kepada temannya dengan menunjuk sebuah kartu bergambar jam digital, “*what time is it?*”
5. Peserta didik kedua mencari kartu yang berisi jawabannya dalam bahasa Inggris.

Look and Answer

1. Guru menyebutkan kegiatan selanjutnya peserta didik akan menyelesaikan latihan soal.
2. Guru memberi instruksi pada peserta didik untuk melihat gambar dan mendengarkan waktu yang disebutkan, kemudian member tanda centang dan silang. Contoh instruksi: ***we are going to give tick or cross for the corrset sentences.***(guru menuliskan tanda centang dan silang di papan tulis).
3. Guru menggambar jam dengan waktunya dan menulis kalimat seperti pada halaman 40 di papan tulis.
4. Guru mengajak peserta didik untuk mengamati gambar dan membaca kalimat yang ditulis pada papan tulis. Contoh instruksi: ***look at the clock and the sentence, than put a tick or cross in the box.***
5. Guru menginstruksikan kepada peserta didik untuk mendengarkan kalimat yang disebutkan guru.
Contoh instruksi:
Children, listen to me then put a tick or cross in the box, It is half past two.
6. Guru meminta satu peserta didik untuk maju menuliskan tanda centang (√) atau silang (X) pada kotak dekat kalimat yang disebutkan guru.
Contoh kalimat guru untuk peserta didik:
Boy comes here, Put a tick or cross in the box.
7. Guru melakukan contoh sekali lagi seperti di atas untuk memahamkan peserta didik
8. Guru menginstruksikan peserta didik untuk membuka halaman 82 dan meminta peserta didik untuk membaca kalimat dan memberi tanda centang (√) atau silang (x).
Contoh instruksi: ***open page 82 and put a tick or cross.***

Look and Write

1. Guru memberikan instruksi pada peserta didik untuk menuliskan waktu dalam bahasa Inggris.
Contoh: ***“Open your book page 83 and write the time”.***
2. Peserta didik menuliskan kalimat tentang waktu dalam bahasa Inggris yang ada pada buku peserta didik halaman 83.

Let’s Draw

1. Guru memberikan instruksi pada peserta didik untuk menggambar jam sesuai waktu yang ditentukan.
Contoh: ***“Open your book page 84 and draw the clock”.***

2. Peserta didik menggambar jam sesuai waktu yang ditentukan pada buku peserta didik halaman 84.

Look and Say

1. Guru menunjukkan jam dinding dan memberi pertanyaan untuk peserta didik.

Contoh pertanyaan guru untuk peserta didik :

Guru : ***“What time is it?”***

Peserta didik : ***“it is nine o’clock”***

2. Peserta didik diminta membaca kalimat tentang penyebutan waktu pada buku peserta didik halaman 86-87.
3. Peserta didik diminta untuk memperhatikan kalimat dengan baik karena ada istilah baru yang dikenalkan yaitu: “quarter”
4. Kalimatnya

It is quarter past eight

It is quarter past three

It is quarter to eight

It is quarter past twelve

Game

1. Guru menyiapkan flashcard yang sudah disediakan sebagai media. Flashcard untuk kegiatan ini berbentuk gambar yang menunjukkan sebuah waktu.
2. Guru membagi peserta didik menjadi beberapa kelompok kecil yang berisikan 5 - 6 peserta didik. Guru membagikan 1 set flashcard kepada beberapa kelompok (4 kelompok).
3. Guru meminta kelompok yang sudah memegang flashcard untuk melakukan survey kepada kelompok lainnya yang tidak memegang flashcard. Setiap peserta didik wajib bertanya kepada peserta didik yang lainnya, kemudian menuliskannya. Contoh:

Guru: ***“What time is it Aisyah?”***

Peserta didik: ***“It is quarter past ten?”***

Listen and Draw

1. Guru mengingatkan kembali tentang penyebutan waktu dengan menunjukkan jam dan melakukan tanya jawab dengan peserta didik.
Contoh pertanyaan guru pada peserta didik:
Guru: ***“ What time is it?”***
Peserta didik: ***“ It is a quarter to ten”***
2. Guru memberikan instruksi kepada peserta didik untuk mendengarkan pengucapan waktu oleh guru dan menggambar jarum jam sesuai perkataan guru yang ada pada buku peserta didik halaman 89.

Contoh instruksi guru :

“Open your book page 89”

“Listen to me and draw”

Contoh kalimat yang diucapkan guru

- 1) *It is Eleven o'clock.*
- 2) *It is quarter past seven.*
- 3) *It is half past three.*
- 4) *It is quarter to ten*
- 5) *It is half past twelve*
- 6) *It is six o'clock*

Look and Say

1. Guru menunjuk satu peserta didik untuk menjawab pertanyaan, contoh pertanyaan
guru: *“What time do you wake up every morning?”*.
Peserta didik: *“At four o'clock”*
2. Guru mengajak peserta didik untuk mengamati gambar pada buku peserta didik halaman 90 dan 91.
3. Guru menunjuk beberapa peserta didik untuk menjawab pertanyaan yang tercantum pada gambar di halaman 90 dan 91.

Let's do Survey

1. Guru menyampaikan bahwa peserta didik akan melakukan survey
Contoh kalimat guru:
“Boys, girls now we are going to do survey”.
2. Guru bertanya kepada mereka satu persatu, apakah kegiatan yang biasa mereka lakukan pada jam yang disebutkan didalam kartu tersebut, dengan jawaban yes atau no kemudian kegiatannya.
Contoh:
Guru: *“Do you go to school at seven o'clock?”*.
Peserta didik: *“No, I go to school at a half past six”*.
3. Guru menuliskan tabel pada halaman 93 di papan tulis dan menuliskan nama peserta didik yang menjawab pertanyaan guru.
4. Guru melakukan beberapa contoh di atas untuk memahami peserta didik.
5. Guru meminta peserta didik untuk berkelompok yang terdiri dari 5 orang.
Contoh instruksi:
“Oke students, find 5 of your friends”.
“Ask your friends, do they do the activities at the time?”
(Dengan menunjuk tabel yang dituliskan pada halaman 93).
6. Guru meminta peserta didik menyimak dan membaca pertanyaan tersebut bersama-sama.
7. Guru menginstruksikan peserta didik untuk saling bertanya secara bergantian kepada 5 teman yang mereka temui.
8. Peserta didik lalu menuliskan nama temannya dan jawaban yang mereka dapat.

Look and Write

1. Guru menyampaikan bahwa hari ini peserta didik akan menulis kegiatan.
Contoh instruksi:
Boys and girls, now we are going to write activity and their time.
2. Guru menggambar jam dengan waktu yang dituliskan dan menulis tempat untuk menjawab seperti pada halaman 94.
3. Guru memanggil beberapa peserta didik secara bergantian kedepan kelas untuk mencontohkan kegiatan yang akan dilakukan dengan menunjukkan gambar kegiatan. Guru memberikan pertanyaan dan meminta peserta didik menjawab dengan menuliskan jawabannya di papan tulis.
Contoh instruksi: ***come forward, look the picture, and answer me. When do you have breakfast?***
4. Guru meminta peserta didik untuk menuliskan jawabannya pada tempat yang dituliskan guru dengan melihat gambar jam, (I have breakfast at quarter past six).
5. Guru menginstruksikan kepada peserta didik untuk membuka halaman 94.
Contoh instruksi: ***open page 94.***
6. Guru meminta peserta didik untuk menyimak gambar dan jam yang telah ditunjukkan pada halaman tersebut.
7. Guru menginstruksikan peserta didik untuk mengerjakan latihan soal tersebut.

Kegiatan Penutup

My New Words

1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali kegiatan-kegiatan yang bisa dilakukan sehari-hari dengan bantuan gambar, beserta waktu yang ditunjukkan pada jam yang telah dipelajari sebelumnya dengan benar
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

Siswa mengucapkan kosakata/vocabulary pada pembelajaran hari ini.

F. ASESMEN / PENILAIAN

Rubrik Penilaian

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai siswa pada unit 8.

Rubrik penilaian writing

No.	Nama	Aspek									Rata-rata
		Akurasi (grammar)			Ketuntasan			Mekanik (pactuation, spelling, kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1	Haidar										
2											
3											

G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

LAMPIRAN**A. LEMBAR KERJA PESERTA DIDIK****LEMBAR KERJA PESERTA DIDIK (LKPD)**

Nama :

Kelas :

Petunjuk!



Listen and Circle

Listen to your teacher and circle the time. A or B.

1

A. 09.00
B. 09.30

2

A. 10.30
B. 07.00

3

A. 08.30
B. 05.30

4

A. 11.30
B. 12.00

5

A. 03.30
B. 01.00

6

A. 02.30
B. 04.30

7

A. 05.00
B. 07.30

8

A. 01.30
B. 02.00



Take your card
and ask "What time is it?"





Look and Answer

Look at the picture and put a tick (✓).



Is it half past nine?

Yes

No



Is it half past seven?



Is it half past twelve?



Is it half past one?



Is it nine o'clock?



Look and Write

What time is it?

		1	07:00
2	11:00	_____	
		3	11:30
4	10:30	_____	
		5	04:00
6	03:00	_____	
		7	01:30
8	10:00	_____	
		9	06:00
10	08:30	_____	



Draw the clock.

1

Blank space for drawing a clock face.

It is eleven o'clock

2

Blank space for drawing a clock face.

It is half past two

3

Blank space for drawing a clock face.

It is eight o'clock

4

Blank space for drawing a clock face.

It is half past five

5

Blank space for drawing a clock face.

It is three o'clock

6

Blank space for drawing a clock face.

It is half past twelve

7

Blank space for drawing a clock face.

It is nine o'clock

8

Blank space for drawing a clock face.

It is half past six

 Look and Say



It is quarter past eight



It is quarter past three



It is quarter to seven



It is quarter past twelve



It is quarter to nine



It is quarter to ten



It is quarter to twelve



It is quarter to six



Take Flash Card



No	Name	Question	Answer
1	Aisyah	Is it quarter past ten?	No. It is quarter past eight.
2			
3			
4			
5			
6			

Listen and Draw

1



2



3



4



5



6



 Look and Say



What time does Joshua get up?



What time does Joshua take a bath?



What time does Joshua have breakfast?



What time does Joshua go to school?



What time does Joshua go to bed?

Let's do a survey



Ask your friend

No	Name	Question	Answer
1	Joshua	Do you get up at 4 o'clock?	No. I get up at half past four
2		Do you have breakfast at six o'clock?	
3		Do you go home at quarter past three?	
4		Do you take a bath at half past six?	
5		Do you have dinner at seven o'clock?	
6		Do you go to bed at nine o'clock?	

Look and Write



1

He plays football at half past three.



2

He _____ at _____.



3

4

5

Nilai

Paraf Orang Tua

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *Teacher Book - My Next Words Grade 4*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-510-4 (jil.4)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021, *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team, Penyadur : Lili Nailufary, Lilin Rahmawati, ISBN : 978-602-244-513-5 (jilid4)

C. GLOSARIUM

Be On Time!

D. DAFTAR PUSTAKA

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- Taylor, Anne and Kilpatrick, Linda. 2006. *Listening Starter 2*. Compass Publishing. USA
- <https://www.youtube.com/watch?v=ElxaxnagTo>

APPENDIX 5 Research Permit

**PEMERINTAH KABUPATEN BANYUMAS**
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI 1 PURWANEGARA
Alamat : Jl. Let.Jend.Pol. Soemarto Purwanegara (0281) 631647
Purwokerto Utara 53126

SURAT KETERANGAN
Nomor:

Yang bertanda tangan dibawah ini:

Nama : Darinah, S.Pd.SD., MPd.
NIP : 19711120 199303 2 004
Jabatan : Kepala Sekolah
Unit Kerja : SDN 1 Purwanegara

Menerangkan dengan sesungguhnya yang bernama tersebut dibawah ini:

Nama : Wnanti
NIM : 1917404008
Jurusan : FTIK/Tadris Bahasa Inggris
UIN SAIFUDDIN ZUHRI Purwokerto

Yang bersangkutan adalah benar-benar telah melaksanakan penelitian di SDN 1 Purwanegara dengan judul "The Implementation of Merdeka Curriculum in Teaching English at 4th Grade SDN 1 Purwanegara Banyumas".

Demikian surat keterangan ini dibuat dengan benar, untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 5 Juni 2023
Kepala Sekolah,


Darinah, S.Pd.SD., MPd
NIP.-19711120 199303 2 004

APPENDIX 6 Score Transcript

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai	
					Ulang/Angka	Jumlah
1	1	INS 011	Logika	2	A	4.0 8.0
2	1	INS 002	Ilmu Kalam	2	A-	3.6 7.2
3	1	TIK 001	Ilmu Pendidikan	2	A	4.0 8.0
4	1	TBI 005	Basic English Grammar	2	B+	3.3 6.6
5	1	TBI 004	Free Writing	2	A-	3.6 7.2
6	1	TBI 003	Speaking for Daily Communication	2	A	4.0 8.0
7	1	TBI 002	Literal Reading	2	A	4.0 8.0
8	1	TBI 001	Listening for Leisure	0	A	4.0 0.0
9	1	INS 020	BTA dan PPI	2	A-	3.6 7.2
10	1	INS 017	Aj Arabiyah Al Asasiyyah	2	A	4.0 8.0
11	1	INS 015	Basic English	2	B+	3.3 6.6
12	2	INS 018	Aj Arabiyah Al Tathbiqiyah	2	A	4.0 8.0
13	2	TIK 002	Filsafat Pendidikan Islam	2	B	3.0 6.0
14	2	TBI 010	Intermediate English Grammar	2	A	4.0 8.0
15	2	TBI 009	Paragraph Writing	2	A	4.0 8.0
16	2	TBI 008	Speaking for Formal Communication	2	A	4.0 8.0
17	2	TBI 007	Interpretive Reading	2	A	4.0 8.0
18	2	TBI 006	Listening for Factual Communication	0	B+	3.3 0.0
19	2	INS 021	Aplikasi Komputer	2	A-	3.6 7.2
20	2	INS 016	English for Academic Purposes	2	A	4.0 8.0
21	2	INS 008	Ushul Fiqh	2	A	4.0 8.0
22	2	INS 004	Akhlak dan Tasawuf	2	A-	3.0 7.2
23	3	INS 009	Filsafat Islam	2	A-	3.6 7.2
24	3	TIK 003	Ilmu Pendidikan Islam	2	A-	3.6 7.2
25	3	TBI 015	Advanced English Grammar	2	A-	3.6 7.2
26	3	TBI 014	Essay Writing	2	A	4.0 8.0
27	3	TBI 013	Speaking for Academic Purposes	2	B	3.0 6.0
28	3	TBI 012	Critical Reading	2	A	4.0 8.0
29	3	TBI 011	Listening for Critical Thinking	2	A	4.0 8.0
30	3	INS 007	Islamic Building/Dasar-dasar Keislaman	2	A	4.0 8.0
31	3	INS 006	Ulumul Hadits	2	A-	3.6 7.2
32	3	INS 005	Ulumul Qur'an	2	A	4.0 8.0
33	3	INS 003	Fiqh	2	A-	3.6 7.2
34	4	TBI P35	English for Young Learners	2	A	4.0 8.0
35	4	TIK 009	Sosiologi Pendidikan	2	A	4.0 8.0
36	4	TIK 012	Pengembangan Profesi Guru	2	B+	3.3 6.6
37	4	TIK 019	Statistika Pendidikan	2	A	4.0 8.0
38	4	TIK 010	Psikologi Pendidikan	2	A-	3.6 7.2
39	4	TIK 011	Psikologi Perkembangan Peserta Didik	2	A-	3.6 7.2
40	4	TBI P45	Theories of Translation	2		
41	4	TBI P40	Business English	2		
42	4	TBI 030	Curriculum and Learning Model Observation	1	A	4.0 4.0
43	4	TBI 018	Complex English Grammar	2	A-	3.6 7.2
44	4	TBI 017	Academic Writing	2	A	4.0 8.0
45	4	TBI 016	Public Speaking	2	B	3.0 6.0
46	4	INS 012	Ilmu Alamiah Dasar	2	A-	3.6 7.2
47	4	INS 010	Filsafat Ilmu	1	A	4.0 4.0
48	5	TBI 031	LSCM Observation	2	A	4.0 8.0
49	5	TBI P36	Classroom Action Research	2		
50	5	TBI P41	Tourism Management	2		

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
51	5	TBI P46	Fiction Text Translation	2			
52	5	TIK 007	Pendidikan Global	2	A-	3,6	7,2
53	5	TIK 018	Pengembangan Kurikulum	2	A-	3,6	7,2
54	5	TBI 022	English Phonology	2	A-	3,6	7,2
55	5	TBI 021	Introduction to Linguistics	2	A	4,0	8,0
56	5	TBI 020	Semantics	2	A-	3,6	7,2
57	5	TBI 019	English Syntaxes	2	B-	2,6	5,2
58	5	INS 014	Bahasa Indonesia	2	A	4,0	8,0
59	5	INS 013	Sejarah Kebudayaan Islam	2	A	4,0	8,0
60	5	TIK 013	Bimbingan dan Konseling	2	A	4,0	8,0
61	5	TBI 023	English - Indonesian Translation	2	A	4,0	8,0
62	6	TIK 004	Sejarah Pendidikan Islam	2	A	4,0	8,0
63	6	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	2	B+	3,3	6,6
64	6	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	2	A	4,0	8,0
65	6	TIK 005	Administrasi Pendidikan	2	A	4,0	8,0
66	6	TBI P47	Cross Culture Understanding	2			
67	6	TBI P42	Public Speaking	2			
68	6	TBI 028	Language Testing & Evaluation	2	A	4,0	8,0
69	6	TBI 027	Instructional Media for English	2	A-	3,6	7,2
70	6	TBI 026	Teaching English as Foreign Language	2	A	4,0	8,0
71	6	TBI 025	Developing Material Design for English	2	A	4,0	8,0
72	6	TBI 024	Morphology	2	A	4,0	8,0
73	6	TBI P37	ICT (Information Communication Technology)	2	A	4,0	8,0
74	7	TBI P38	English for Difable	2	A	4,0	8,0
75	7	TBI P49	Translation Text Editing	2			
76	7	TBI P48	Translation Text Analysis	2			
77	7	TBI P44	Educational Entrepreneurship	2			
78	7	TBI P43	English for Mass Media	2			
79	7	TBI P39	Language Learning and Acquisition	2	A	4,0	8,0
80	7	TBI 032	Micro Teaching	2	A	4,0	8,0
81	7	TBI 029	Seminar Proposal	2	A	4,0	8,0
82	7	INS 001	Pendidikan Pancasila dan Kewarganegaraan	3	A	4,0	12,0
83	8	INS 019	KKN	3	A	4,0	12,0
84	8	TBI 033	Macro Teaching	2	A	4,0	8,0
85	9	TBI 034	Skripsi	6			

Purwokerto, 07-06-2023

Indeks Prestasi Kumulatif (IPK): 3,79
Predikat : Istimewa / Cumlaude

Jml MK diambil : 74
Jml SKS diambil : 143
Jml Nilai : 542,4



Mengetahui Wakil Dekan 1

Dr. SUPARJO, M.A
NIP. 19730717 199903 1 001

BIOGRAPHY

A. Identity

1. Full Name : Winanti
2. Student Number : 1917404009
3. Place/Date of Birth : Cilacap, October 25, 2000
4. Address : Street 25 Paserean, RT.01/11 Dusun
Pangoyongan, Desa Salebu, Kecamatan Majenang, Kabupaten Cilacap
5. Father's name : Turijo
6. Mother's name : Wasiah

B. Education Background

1. SD : SDN Salebu 08 Majenang, 2013
2. MTs : MTs Nurul Qur'an Majenang, 2016
3. MA : MAN 2 Cilacap, 2019
4. S1 : UIN SAIZU Purwokerto, English
Education, 2019

C. Academic Achievement

1st winner of speech competition

D. Organization Experiences

1. OSIS
2. PRAMUKA
3. ECC
4. Jariyah Berkah Community
5. UKM EASA
6. Javelin Community
7. HMJ TBI

Purwokerto, June 6, 2023

Winanti