

**ENGLISH TEACHERS' PROBLEMS IN IMPLEMENTING
MERDEKA CURRICULUM AT TENTH GRADE OF
SMK NEGERI 1 TONJONG BREBES REGENCY**



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**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
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Degree**

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declare that the thesis I wrote with the title, **“English Teachers’ Problems In Implementing Merdeka Curriculum At Tenth Grade of SMK Negeri 1 Tonjong Brebes Regency”** is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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MERDEKA CURRICULUM AT TENTH GRADE OF
SMK NEGERI 1 TONJONG BREBES REGENCY**

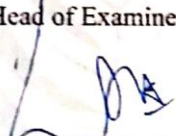
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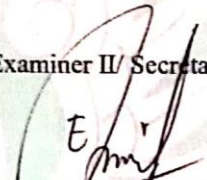
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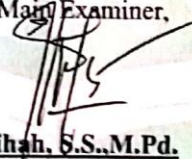
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ABSTRACT

ENGLISH TEACHERS' PROBLEMS IN IMPLEMENTING MERDEKA CURRICULUM AT TENTH GRADE OF SMK NEGERI 1 TONJONG BREBES REGENCY

Abstract: In SMK Negeri 1 Tonjong, the Merdeka Curriculum has just been implemented in 2022 so that only tenth and eleventh-grade teachers apply the Merdeka Curriculum. This study aimed to analyze English teachers' problems regarding the implementation of the Merdeka Curriculum at SMK Negeri 1 Tonjong Brebes Regency. The study used a narrative inquiry qualitative methods research design and the data gained by using narrative frame, narrative empty box, and interview. The study involved three English teachers in this school. The findings of this study indicated that English teachers face some problems in implementing the Merdeka Curriculum. The problems that teachers were dealing with (1) Teachers' difficulty in developing teaching modules for learning and teaching process, (2) Teachers' difficulty in using ICT, (3) Teachers' difficulty in assessing students, (4) Lack of curriculum training, (5) Lack of school facilities in the learning process (6) Teachers' difficulty in facing students' different abilities (7) Teachers' difficulty in facing students' low motivation. Not only that, the study also identified English teachers' efforts to overcome those problems.

Keywords: English for Specific Purposes, English teachers' problems, Merdeka Curriculum

MOTTO

So verily, with every hardship, there is relief. Verily, with every hardship, there is relief.

(Qur'an 94:5-6)



DEDICATION

*My cherished parents, Mr. Miftahudin and Mrs. Santy Alawiyah;
My dearest younger sisters, Mauliza Vira Nabila and Sakilla Indah Nurfadillah;
My beloved family;
My best friends, Dini Maolida Fitri, Dhiya Naswa Salsabilla, Resmi Syahidah
Harum, and Nida Hasna Mujida;
My dearest classmates, Siti Nur Salsabela and Deni Iftikhar Ibnu Eldar;
And myself, who never gives up.*



PREFACE

Praise and gratitude to Allah SWT, the Lord of the Universe, who has bestowed abundant blessings, grace and health, so that the researcher could finish this thesis entitled “English Teachers’ Problems In Implementing Merdeka Curriculum At Tenth Grade of SMK Negeri 1 Tonjong Brebes Regency”. This thesis is presented as partial fulfillment of the requirements for achieving *Sarjana Pendidikan (S.Pd.)* degree in the English Education Study Program, Faculty of Tarbiya and Teacher Training at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

The researcher would like to express profound gratitude to the following individuals and organizations:

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Finally, despite the shortcomings and limitations, the researcher humbly accepts all constructive suggestions, criticisms, and feedback to enhance self-improvement and development in the future. Nevertheless, this work is the result of countless hours of research, sleepless nights, and unwavering determination. May this thesis contribute to a tapestry of knowledge and inspire future generations.

Purwokerto, February 12th, 2024



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CHAPTER 1

INTRODUCTION

This chapter presents a brief description of the whole contents of the research including background of study, clarification of key terms, research questions, aims and significances of the study, and organization of the study.

A. Background of Study

Merdeka Curriculum was created for an easier curriculum and a focus on material that is essential and development of student character. As for the nature characteristics of this curriculum are 1) project-based learning activities to develop soft skills and traits that are in accordance with the Pancasila learning profile. 2) focus on material that is essential so that students have a lot of time in learning, especially numeracy and literacy. 3) make learning more flexible for developers to carry out learning activities that are differentiated according to students' abilities and carry out an adjustment to local context and content (Usman et al., 2023). Although the curriculum in Indonesia has experienced several changes since it was first created, the position of the English language subject in the national curriculum is still considered as compulsory subject (Hawanti, 2014).

The essence of Merdeka Curriculum is to improve the quality of education in Indonesia and produce future generations who are intellectually strong, have character and have a passion as lifelong learners. Therefore, in its scope the Merdeka Curriculum content consists of competencies, flexible learning implementation and the character of Pancasila students. Meanwhile, the spirit, the education unit, teachers and students are given the flexibility to develop the learning process. Education units are also encouraged to collaborate with various stakeholders such as industry, universities, practitioners and the community to create independent learning. The application of Merdeka Curriculum, in addition to providing answers to some of the problems inherent in the quality of Indonesian people and educational problems so far, is specifically intended to

encourage students in learning to be able to develop according to their interests, talents, potential and natural needs. Students are also given the freedom to become subjects and part of the agents of change in the learning process. In the process of implementing it, of course it is not as easy as imagined, but there are various problems that need to be elaborated and solved to achieve national education goals within the framework of the Merdeka Curriculum.

According Reza to *et al.* (2023) the first teacher's problem comes from the difficulty in understanding the Merdeka Curriculum. Teachers do not yet understand the concept of the Merdeka Curriculum as a whole and some feel it is too complicated to understand. The second problem is the teacher's ability to empower digital-based technology facilities. As the direction of the learning process in the technology-based Merdeka Curriculum, it is time to empower digital technology for every subject teacher in learning services, especially in finding and using various learning resources. Muqorobin (2023) stated that teachers also face problems originating from the readiness of teachers as the main pillar of implementing the Merdeka Curriculum. The existence of teachers in implementing the Merdeka Curriculum is a locomotive and driving force for the success of various Merdeka learning programs such as differentiated learning, implementing projects to strengthen Pancasila student profiles and learning assessments and empowering technology as a learning support tool. In line with that, Halawa (2024) said that the lack of preparedness among teachers is because suboptimal support from government in supplying knowledge (socialization) and training.

Actually Merdeka Curriculum is made simpler and more in-depth, but the problems found in this study based on preliminary research for tenth grade English teachers at SMK Negeri 1 Tonjong are as follows: (1) inadequate preparation in making learning administration because this is the first year this school uses the Merdeka Curriculum (2) English as a productive subject requires that the material provided is related to each

department so that teachers need to find more learning resources (3) the lack of teachers' skills and knowledge in English for Specific Purposes. Given these problems, the English teachers at SMK Negeri 1 Tonjong need to be tested for his or her ability to deal with problems in implementing English learning using the Merdeka Curriculum.

A number of studies had been conducted to find out teachers' problems in implementing Merdeka Curriculum. Salsabila (2023) stated English teachers' difficulty in understanding Merdeka Curriculum and also dealing with the lack of school readiness. It found that the teachers are difficult to find book reference as guidelines in implementing Merdeka Curriculum, infrastructure and other facilities to continue to support English language skill. In line with that, Nurzen (2022) said that teachers have problems in limited sources of material and selecting and developing materials. Teachers must select and develop relevant and up-to-date materials so that the modules prepared can meet competency standards and the demands of the times. Retnaningrum *et al.* (2023), also discovered that teachers in interpreting Merdeka Curriculum have problems where they have to understand their position as learning facilitator who is able to create a good learning environment for students. As a learning facilitator the teachers direct and provide learning facilities (directing and facilitating the learning) so that the learning process is more adequate. In Merdeka Curriculum the teacher is no longer the only source of learning but the teacher must apply learning methods by utilizing various learning resources

Based on previous studies, most of them focused on teachers' problems in implementing Merdeka Curriculum and their efforts to overcome the problems. On the other hand, this case had not been clearly seen at SMK Negeri 1 Tonjong, which was one of the State Vocational High Schools in Brebes Regency. The location was chosen because the school was the only State Vocational School in southern Brebes Regency that had implemented Merdeka Curriculum. In addition, there had been no research that revealed the problem in that place. This indicated that there were still

study gaps to be filled. Here, this research was carried out to fill it with the title “English Teachers’ Problems In Implementing Merdeka Curriculum At Tenth Grade Of SMK Negeri 1 Tonjong Brebes Regency”.

B. Clarification of Key Terms

The definition of key terms is very important to provide guidance for the study to be carried out. Related to the study, here are the term used in this research:

1. Merdeka Curriculum

The term "curriculum" in Indonesia refers to a collection of planning and organizing of purpose, content, and learning materials as the guide to learning activities to reach a certain educational target. The curriculum is considered a guideline that is utilized as a reference in lesson and material planning, so it plays a significant role in this study's findings about how to achieve learning success. The model teaching and learning plan, which the Government of Education and Technology authorized, now goes by the name Merdeka Curriculum. Merdeka Curriculum is present as an innovation in creating an ideal and enjoyable learning atmosphere. Also, Merdeka Curriculum provides the environment that is not burdened with certain values and achievement key performance indicators (Harahap et al., 2023).

2. Teachers’ Problems

This research focuses on teachers’ problems in implementing English of Merdeka Curriculum. Furthermore, the context of this research is limited to English curriculum at tenth grades in Vocational High School. The problems referred to in this study are about the problems faced by English teachers since 2013 Curriculum change to Merdeka Curriculum and the way teachers deal with them.

C. Research Questions

Based on the background of this study, the purpose of the research is intended to answer the following questions:

1. What are English teachers' problems in implementing Merdeka Curriculum at tenth grade of SMKN 1 Tonjong Brebes Regency?
2. What are English teachers' efforts in overcoming the problems in implementing Merdeka Curriculum at tenth grade of SMKN 1 Tonjong Brebes Regency?

D. Aims and Significances of the Study

Based on the background of the study above, the purpose of this study are as follows:

1. To find out English teachers' problems in implementing Merdeka Curriculum at tenth grade of Vocational High School.
2. To discover and explain English teachers' efforts in overcoming problems in implementing Merdeka Curriculum at tenth grade of Vocational High School.

This research's significances have the advantages that are expected to contribute for the academic field.

1. From theoretical perspective, the findings of this study may aid future research on the difficulties English teachers face in teaching English, particularly in the context of Merdeka Curriculum.
2. From practical perspective, the outcome can assist teachers in carrying out Merdeka Curriculum, particularly in the teaching and learning process of English language, effectively.

E. Organization of the Study

This study consists of five chapters. Each of them is providing with some subtopics to give an insight into the topic under investigation.

The first chapter is introduction. In this chapter, the readers are given an overview to the research by providing background, research questions, aims and significances of the research, definition of key terms in the research, and organization of the study.

The second chapter is literature review. This chapter discusses the literature relevant to this study: The Emergence of the Merdeka Curriculum, English for Specific Purposes, English Teaching in Merdeka Curriculum,

Characteristics of Effective EFL Teachers, and English Teachers Problems in Implementing Merdeka Curriculum.

The third chapter is methodology. This chapter focuses on the methodological aspects of the research. This includes five main aspects: type of the research, data sources, data collection techniques, data analysis techniques, and validity of data.

The fourth chapter is findings and discussion. This chapter presents and discusses the result of the research. Furthermore, the findings are interpreted in this section.

The last chapter is conclusion and suggestions. This chapter presents the conclusion, the limitation of the study, and suggestions for further research.



CHAPTER II

LITERATURE REVIEW

This chapter provides theoretical basis of emergence of the Merdeka Curriculum, English for specific purposes, English teaching in Merdeka Curriculum, characteristics of effective EFL teachers, and English teachers' problems. This chapter also presents the review of relevant studies.

A. Theoretical Basis

1. The Emergence of the Merdeka Curriculum

A curriculum is a description of the instructional process that includes guidelines and a schedule for the courses that will be taught and assessed. According to Nunan (1989), curriculum is a set of procedures and regulations for the planning, implementation, evaluation and management of educational program. Based on the Regulation of the Minister of Education, Culture, Research, and Technology No.22/2016 Curriculum is a set of plans and rules about the teaching and learning guidelines; the goal, content, and learning material used to reach the education goals. However, changes and developments must be carried out systematically, and directed, not just changing (Wahyuni & Fatimah, 2023). The curriculum in Indonesia has undergone several changes over time. The curriculum of education has changed and developed since 1975 until 2013. In 2022 Merdeka Curriculum was launched by the Ministry of Education, Culture, Research, and Technology as one of the Merdeka learning programs to improve the quality of learning. The Merdeka Curriculum will become the national curriculum starting in 2024, which will be implemented in stages. In most cases, the emergence of the Merdeka Curriculum is the reaction to the fact that Indonesia is following the respective years of global world and its problematic issues.

According to the research of PISA (Program for International Student Assesment) and TIMSS (Trend in International Mathematics and Science Study), it shows that 70% of 15 year old students are below the minimum

competency in understanding simple reading or applying basic math concepts. This PISA score has not experienced a significant increase in the last 10-15 years. Then, it means Indonesian students have low quality in terms of education quality. This low competence is likely to be related to the previous curriculum, the Education Unit Level Curriculum (KTSP) that has been implemented for six years. KTSP which focused too much on covering broad content and cognitive aspect, not on the essential aspects that will enable students to be critical, productive, creative, and innovative human. Then, 2013 curriculum is structured to replace the Education Unit Level Curriculum (KTSP) to be an appropriate response to the demands of 21st century's transformation of time and needs and be able to participate in the global world to support Indonesia in the upcoming years. However, as a result of the outbreak of the Covid-19 pandemic, education in Indonesia experienced obstacles and was left behind. Therefore, the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim launched Merdeka Curriculum online on February 11th, 2022 which is considered that Merdeka Curriculum is a curriculum that is simpler, much more concise, and more flexible to be able to support learning loss recovery due to the Covid-19 pandemic. Apart from that, through the Merdeka Curriculum it is also to catch up with Indonesian Education from other countries (Kementerian Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Dasar dan Menengah, 2022).

The emergence of the Covid-19 pandemic at the end of December 2019 became one of the points where the continuity of education, especially in Indonesia, underwent a change. The learning crisis occurred accompanied by the emergency conditions of the Covid-19 pandemic which greatly impacted changes in education in Indonesia (Nugraha, 2022). One of the impacts of the pandemic is learning loss and learning gap. To overcome this, the Ministry of Education, Culture, Research, and Technology in 2020 published the emergency curriculum under special conditions in unit education. This emergency curriculum (under special conditions) is

essentially a simplification of national curriculum. In the emergency curriculum, basic competencies are reduced for each subject so that teachers and students can focus on essential competencies and prerequisite competencies for the continuation of learning at the next level, so that the emergency curriculum is described as having high flexibility by providing space for educational units to design structures curriculum, learning activities, and learning media (Munajim et al., 2020). To support the effectiveness of the curriculum, the government has prepared modules and assessment to become a reference for learning at a certain level. This is done to achieve effective learning without teachers having to feel rushed to pursue curriculum targets National, so that students are expected to understand and make it insightful as well as requirements for continue their education to a higher level. In the context of learning recovery, unit education is given options in implementing the curriculum according to learning needs for students. The three curriculum options are the 2013 curriculum, the emergency curriculum (2013 Curriculum simplified by the Ministry of Education and Culture), and the Merdeka Curriculum.

In the Merdeka Curriculum, the concept of "Freedom to Learn" is prioritized for students, where this concept is designed to help recover from the learning crisis that occurred due to the Covid-19 pandemic. The utilization of technology and the need for competency in today's era is one of the foundations the development of the Merdeka Curriculum (Marisa, 2021). Increasingly massive use of technology as well other programs planned by the government such as *Sekolah Penggerak*, *Guru Penggerak*, *SMK Pusat Keunggulan (SMK-PK)*, and so on are one of the efforts made by the government in the implementation of the Merdeka Curriculum for the recovery of learning crises. In implementation, the Ministry of Education, Culture, Research and Technology also gives policies for schools that are not ready to implement Merdeka Curriculum. These schools can still use the 2013 Curriculum as a basis learning management for learning crisis recovery from 2022 to 2024. Likewise, the emergency

curriculum which is a modification of the 2013 Curriculum can still be used by the educational unit.

Teachers as the main actors in the world of education must always be ready for all changes policies that occur in the realm of education. Currently what is needed is the real role of the parties involved to continue to socialize the National Curriculum, so that teachers really ready to implement it. Socialization of this curriculum must reach the implementing teachers and not differentiated. This means that the new curriculum can run if socialization has been carried out effectively and efficiently (Yanti & Fernandes, 2021). In addition there are three things to consider in conducting dissemination, including the readiness of teachers, geographical conditions and dissemination of information. In practice, the curriculum in each educational unit must pay attention to the achievement of student competencies in various situations including during the Covid-19 pandemic where Covid-19 is included in one of the special conditions that causes learning loss in students due to the learning from home (Engzell et al., 2021).

2. English for Specific Purposes

Hutchinson and Waters (1987) defined English for Specific Purposes (ESP) as an approach to language teaching whose decisions as regards content as well as method stem from the learners' intentions for learning. It's a specific case of a broad special-purpose category of language teaching. Regardless of which language is taught and learned, similar concepts apply. While Hutchinson and Waters regarded ESP as an approach, Robinson (1991) viewed it as an enterprise that involves education, training, and drawing upon the three major realms of knowledge: language, pedagogy, and student participants' area of interest. Besides that, according to Richards and Rodgers, ESP is a movement seeking to serve the learners' language needs so as to carry out specific roles (e.g. doctor, engineer, lawyer) and to acquire content as well as skills through the medium of English instead of mastering it (Jack C., 2001). From several expert above, it can be concluded

that, ESP or English for Specific Purposes is an approach in teaching and using English for special fields and studies that is in accordance with the needs of the field of science and profession that uses English.

As stated by Hutchinson and Waters (1987), English for Specific Purposes (ESP) has important role in Teaching English as a Foreign Language (TEFL) since there are three main reasons behind ESP emergence. First, after the Second World War, science and technology experienced tremendous growth and development that significantly influenced society on a global scale. An international language became necessary as a result of this development. Periodically after the Second World War, the United States rose to power and dominated the global economy, making English the most sought-after language. As a result, more and more people, for more and different reasons, felt the need to learn English. English was no longer regarded as a language of distinction and high education, but rather as the key to the world's technological and commercial currencies. A new generation then became aware of its requirements, each in light of his or her goals for learning English. For instance, to stay current with advances in the medical field, doctors wanted to learn English; Business men and women desired English to market their goods; and to read published materials that were only available in English, students needed English.

The second reason behind ESP emergence was the revolution in the field of linguistics. The focus of language research has shifted from describing usage norms to figuring out how language is actually used for communication (Widdowson, 1978). As a result, usage contexts vary greatly, as do the written and spoken languages that are used in each. This aided in the creation of English courses tailored to different learner groups based on their respective contexts of use. In other words, the English required by a particular group of learners could be determined by examining the linguistic features of each context.

The revolution in educational psychology was the third reason in the emergence of ESP. The learners were no longer merely passive participants; they had needs and interests that effectively gave the English courses some relevance. It would encourage students to take an active role in the teaching and learning process if the needs and interests of the learners were the primary focus of English instruction. Once the course's material is pertinent to the learners' specific field of study, this may be accomplished. Tasks and texts, for instance, ought to be about economics for students studying economics, just as they might be about biology for students studying biology, and so on.

In teaching ESP, the foundations and fundamental ideas of ESP are based on five conceptions. Swales (1990) referred to them as "enduring conceptions". In their original form, these five conceptions are Authenticity, Research-base, Language/text, Need, and Learning/ methodology. The main factor in ESP, according to Coffey (1984) was authenticity. Whether texts used for reading, listening, and writing tasks reflect actual life situations was the subject of this inquiry. An authentic text, according to Jordan (1997), would be one that is typically used in the students' field of expertise, created by experts for experts rather than for classroom instruction. It is necessary for tasks to be genuine. This means that the tasks should be focused on the abilities and methods needed in the target situation (Morrow, 1980). In reviewing the ESP literature to clarify what is meant by the research-base of ESP, Swales (1990) noted a trend toward papers that rely on some sort of data-base (textual or otherwise). According to Ewer and Latorre (1969), ESP programs should take into account the various registers through the analysis of sizable corpora of specialized texts. Strevens (1977) also made reference to the significance of the "specific language" of ESP, which only includes vocabulary, grammar patterns, and linguistic functions that are necessary for the learner's objectives. Such statistical counters of various texts are regarded as a limitation, though.

According to Allen and Widdowson (1974), a text analysis should take into account the communicative functions that sentences serve. In his discussion of ESP, Strevens (1977) also made reference to the significance of learner needs. The cornerstone of ESP teaching, according to academics, must be needs analysis before any other type of analysis (A. Dudley-Evans & St John, 1998). The methodology or learning theories that are appropriate for the learning or teaching situation are also incorporated into ESP. In other words, teaching languages for specific purposes is not a methodology in and of itself. Strevens asserts that because of the inventive and varied use of the opportunities presented by ESP settings, this characteristic of ESP makes the materials both more relevant and interesting to the student (Strevens, 1977).

3. English Teaching in Merdeka Curriculum

English was taught as a foreign language in Indonesia after Independence Day in 1945. The existence of English as a foreign language was determined by the fact that when English was introduced, it was taught in secondary schools (junior high school and senior high school). Then it is taught in kindergartens and elementary schools. According to the 1993 Decree of Minister of Education and Culture and the 1989 Constitution on the system of National Education, the aim of teaching English in schools is to encourage the students to be proficient in English in the globalization era. However, the reality shows that most school learners can hardly use English in the real world even for simple purposes.

In the beginning, English has been used across the nation, ranging from elementary schools where it first developed to high schools and colleges. English as one of important components in the spectrum of Merdeka Curriculum, has a goal to develop the ability of students to communicate in that language. Students need to master the knowledge and communication skills with their innovative and creativity (Hasan, 2004). However, the changes from previous curriculum to the new curriculum, Merdeka Curriculum demands that students able to use English in six skills language

that include reading, writing, listening, speaking, watching, and presenting in an integrated manner. The minimum learning outcomes of these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Merdeka Curriculum is a learning curriculum related to the approach of talents and interests. Students are able to choose the subjects they want to learn accordingly to their needs, talents, and interests (Nurzen, 2022). One of the differences between Merdeka Curriculum and the previous curriculum is that in the lesson plan, Merdeka Curriculum no longer uses *RPP*, but *Modul Ajar*. According to the Ministry of Education, Culture, Research, and Technology, *Modul Ajar* is a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly. *Modul Ajar* is an implementation of the Goal Flow Learning that develops from results learning with the Pancasila Student Profile as target. *Modul Ajar* aims that students can study independently with or without teacher guidance (Wahyuni & Fatimah, 2023). Achieving the goals of the Merdeka Curriculum requires hard work and the participation of all parties, including school principals, teachers, administrators, students, parents, community, and government. Teachers have a significant role in the successful implementation of Merdeka Curriculum in schools. To implement the Merdeka Curriculum successfully and achieve the desired learning goals, teachers must prepare themselves thoroughly.

4. Characteristics of Effective EFL Teachers

The learning process and academic success of children are significantly influenced by an effective and good teacher. The attitudes and motivation of students to study a language may be influenced by the teacher's roles. Positive attitudes and passion are traits of EFL teachers that are strongly associated with developing relationships with students and with developing effective learning. Along with having effective teaching skills, teachers also need to have certain personal qualities because these are crucial to the

effectiveness of the teaching and learning process. Effective teachers are said to be "active" teachers who maximize class time, present material in ways that meet student needs, keep an eye on programs and progress, and schedule opportunities for students to implement recently learned concepts and abilities (Zamani & Ahangari, 2016).

There are some additional characteristics for effective EFL teachers. The first criterion is to emphasize the importance of being moral and well informed apart from being competent. The second criterion shows that the teacher should constantly attempt to find new ways of professionally increasing himself/herself, in accordance with his/her previous experience. Lastly, the third criterion is that the teacher must be committed to the development of his/her profession. Hence, the profession of being a teacher involves the integration of life-long learning by teachers (Pettis, 1997).

Besides that, teachers' cognition plays an important role in their lives and is a key theme in the area of language teaching. In successful EFL language teaching process, a teachers' cognition provides to improve instructional performance and develops the accomplishment of professional tasks (Al-Seghayer, 2017). Therefore, EFL teachers' cognitive knowledge is particularly crucial, without cognitive knowledge, EFL teaching is only a process of trial and error (Nahrkhalaji, 2014).

5. English Teachers' Problems

Teaching English as a foreign language might look similar to the other teaching which has its own problems. According to Baker and Westrup (2000), there are several problems faced by English teachers:

- a) The first English teacher problem comes from a different kind of syllabus has been introduced. This is because the Ministry of Education in a country wants to introduce the new curriculum, so the syllabus also move to the new form. Some teachers may face problems in creating this different syllabus.
- b) The second problem faced by English teachers after a different kinds of syllabus is lack of organizing lesson well. Teaching productive skills,

such as speaking and writing requires different techniques from teaching receptive skills. And some teachers in several country still struggle to implement the best and match techniques to teach productive skills.

- c) The third problem faced by English teachers is lack of make a good assessment. In making assessment, teachers are still not balanced enough in several aspects of language learning.
- d) The fourth English teacher problem is classroom management. English teachers' problem which classroom management is related to the lack of students' motivation and interest while taking English lesson in the classroom.
- e) The fifth problem faced by English teachers is lack of finding and making resources. Even though in real life these resources can be found, such as from classroom, paper, everyday objects, or people. However, many teachers there still have difficulty organizing and storing resources including collecting, making, and re-using resources for use in language learning.

Besides that, there are English teachers' problems regarding the implementation of Merdeka Curriculum. Here are the problems:

- a) The first English teacher problem comes from the developing teaching modules. In developing teaching modules, most teachers still modify the teaching modules provided by the Ministry of Education and Culture and adjust them to the needs of students. Although modifying existing teaching modules can make teachers' tasks easier, these modifications are not always in accordance with the needs and abilities of students in the classroom especially if the number of students in the class is quite large and has different needs and abilities (Nurzen, 2022).
- b) The second problem faced by English teachers regarding the implementation of Merdeka Curriculum is instructional media. In the Merdeka Curriculum teachers and students are required to be able to use technology as an instructional media. But, there are still many platforms

that can be used as instructional media that teachers cannot operate (Fitra & Tiarina, 2023).

- c) The next problem faced by English teachers is the teacher training of the curriculum. The training of curriculum for English teacher was not effective because there were more theories rather than practice (Reza et al., 2023).
- d) The last problem faced by English teachers is the difficulty in measuring student achievement and improvement due to students' different abilities (Amalia et al., 2022)

To overcome these problems specifically in developing the ability to create their own teaching modules, teachers can read references about the preparation of teaching modules, or collaborate with other teachers to share experiences and knowledge. Besides that, teachers also can take several actions, such as utilizing available resources, training or workshops on the preparation of teaching modules, or using teaching materials that are already available online. In addition, teachers also need to pay attention to student involvement in the process of developing teaching modules to ensure that the modules developed are truly in accordance with the needs and abilities of students.

B. Review of Relevant Studies

Based on the sources related to this study, there are several studies that have examined about English teachers' problems in implementing Merdeka Curriculum. Hasna Maulida (2023), in her study entitled "An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia" used the library research method with qualitative approach. The purpose of her study was to analyze the English teachers' difficulties in implementing Merdeka Curriculum. The result of this study indicated that there were English teachers' difficulties which were divided into six categories. First, English teachers' difficulties 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 learning. This study has similarities with the author's research, namely that they both study English teachers' problems in implementing Merdeka Curriculum and use the qualitative approach. The difference is that the research conducted by Maulida used the library research method where the data collected from journals and thesis related to the topic discussed, whereas the current research will be conducted using the narrative inquiry method and only focuses on one place.

Galuh Anggita Damayanti and Muhroji (2022), in their study entitled "The Difficulties of Elementary School Teacher in Developing Thematic Learning Tools for the Merdeka Curriculum" used descriptive with qualitative approach. This study aims to (1) describe the understanding and readiness of teachers in developing learning instruments (2) identify the difficulties and problems faced by teachers in the development of learning instrument (3) and reveal the means made by teachers in overcoming the problems of developing thematic learning instrument for the Merdeka Curriculum. The results of this study showed (1) teachers still lack an understanding of the development of thematic learning instrument that is in accordance with the regulation (2) the difficulties of teachers in compiling thematic learning instrument: developing essential competencies into HOTS indicators according to Bloom's taxonomy, formulating learning objectives that contained ABCD components, the comprehensive application of the TPACK context in the learning material has not been maximized, determining learning strategies and methods that apply 21st century proficiency, limitations of IT-based media, creating questions that implement higher-order thinking skills (3) the means made by teachers to overcome the problems of developing thematic learning instrument for the

Merdeka Curriculum are by compiling together with the teacher working group, attending training, always trying to apply new strategies, and looking for references on the internet. This study has similarities with the author's research, namely that they both study problem and reveal the means made by teachers in overcoming the problems when facing Merdeka Curriculum and use the qualitative approach. The difference is that the research conducted by Damayanti and Muhroji only focuses on developing thematic instruments and is carried out at the elementary school level, while the study that will be carried out by the author takes place at the Vocational High School level and the focus is not on thematic areas but vocational.

The research by Dasep Supriatna, Sitti Nadirah, Aniati, Ali Rahman, Mia Aina, Arif Saefudin (2023) entitled "Implementation of Merdeka Belajar Curriculum in Elementary Schools: How is Teachers' Perception?" used descriptive qualitative method. The aim of this study was to describe teachers' perceptions of the implementation of the Merdeka Curriculum in elementary schools. The result of this study indicated that there was obstacle for teachers, namely the lack of stable internet access, especially for remote schools that have geographically difficult internet access. In addition, teachers who are over 50 years old sometimes find it difficult to keep up with developments in information technology. This study has similarities with the author's research, namely that they both study Merdeka Curriculum and use the qualitative approach. The difference is that the research conducted by Supriyatna, *et al.*, was carried out in elementary schools and the subjects were elementary school teachers where the English taught was basic English, while the study that will be carried out by the author took place in Vocational High Schools and the subjects were English teachers in the vocational field so it will be visible results from different levels and fields.

Anita Kusuma Pratiwi and Ririn Pusparini (2021), in their study entitled "Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum" used qualitative descriptive that involved 8 English

teachers from different Vocational High Schools in Surabaya. This research aims to identify the teachers' perspectives on the *Merdeka Belajar* curriculum in terms of its concept and lesson plan. The results indicated that not all teachers understand the concept of *Merdeka Belajar*. The finding also showed that the implementation of a one-page lesson plan (*RPP 1 Lembar*) had not met the expectation of *Merdeka Belajar*. This study has similarities with the author's research, namely that they both study Merdeka Curriculum in Vocational High School level and use the qualitative approach. The difference is that the research conducted by Pertiwi and Pusparini was carried out involving 8 English teachers from different Vocational Schools and focused on concepts so that it only discussed the problems faced, while the study that will be carried out by the author will only take place in one Vocational School and focuses on problems and solutions in facing Merdeka Curriculum.

The research by Azizatul Nur Rohmah, Irasikah Julia Sari, Nur Lailatur Rohmah, Riska Syafira, Fitriana, and Setyo Admoko (2023) entitled "Implementation of the "Merdeka Belajar" Curriculum in the Industrial 4.0 Era" used the method of literature study and qualitative research. The purpose of their study was to determine the effectiveness of the Merdeka learning curriculum in implementing the learning process and the constraints and solutions that can be provided in implementing the Merdeka learning curriculum in the learning process. Data collection techniques were performed through questionnaires and interviews. The results obtained from the research that has been carried out are the application of the Merdeka Curriculum, the effectiveness of the Merdeka Curriculum, the advantages of implementing the Merdeka Curriculum, and the constraints of implementing the Merdeka Curriculum. This study has similarities with the author's research, namely that they both study problems and solution in facing Merdeka Curriculum and use the qualitative approach. The difference is that the research conducted by Rohmah, *et al.*, used the literature study method where the results lead to the effectiveness

of Merdeka Curriculum in general from several sources, namely journals, books, and the internet, whereas the current research will be conducted using the narrative inquiry method and only focuses on one place so that it can be found specific results.



CHAPTER III

METHODOLOGY

This chapter delivers the overview of methodology of this study. It focuses on type of the research, data sources, data collection techniques, data analysis techniques, and validity of data.

A. Type of the Research

The type of this research was narrative inquiry qualitative. Narrative inquiry was a collaborative way to understand and explore experiences between researchers and participants. Research was carried out by involving participants through telling stories or through coming alongside participants in the living out the stories (Clandinin, 2006). It was appropriate for this research because narrative inquiry used stories to describe human action. According to Creswell, *et al.* (2007), narrative research looked at an individual's life experiences over time because this research consists of collecting their stories and then reflecting on their life experiences. As stated by Yuan & Lee (2016), narrative inquiry explored how student-teachers revealed their emotions and developed their identities through narrative interaction. Thus, the present research used narrative inquiry to explore the problems encountered by English teachers in implementing Merdeka Curriculum at SMKN 1 Tonjong Brebes Regency through their experiences' story.

B. Data Sources

1. Location of the research

In this study, the place chosen was SMK Negeri 1 Tonjong. The place was chosen because SMK Negeri 1 Tonjong was the only State Vocational School in southern Brebes Regency that has implemented Merdeka Curriculum when the researcher conducted preliminary research. SMK Negeri 1 Tonjong was located at Jalan Raya Kutamendala, Tonjong, Brebes, Central Java, Indonesia. The tenth grade was chosen because only the tenth grade had just implemented the

Merdeka Curriculum. This research scheduled from December 1st, 2023-February 1st, 2024 for three English teachers at SMKN 1 Tonjong.

2. Subjects of the Research

The subjects of this research were three English teachers of Vocational High School who have taught in SMK Negeri 1 Tonjong. The first English teacher was a teacher who had 34 years of teaching experience. The teacher was chosen as the subject because he has experience teaching at the upper secondary level, both in High Schools and Vocational High Schools. For the second subject, she was an English teacher with 18 years of teaching experience. This subject was chosen because she has experience teaching at the upper secondary level, both in High Schools and Vocational High Schools. The third teacher was an English teacher who has 4.5 years of teaching experience. This teacher was chosen to be the subject of this research because of the variety of subjects so that two points of view from senior and junior teachers can be seen.

3. Objects of the Research

The English teachers' problems in implementing the Merdeka Curriculum at tenth grade of SMKN 1 Tonjong Brebes Regency and teachers' effort to overcome the problems were the objects of this research.

C. Data Collection Techniques

The data collection techniques used in this study were narrative frame, narrative empty box, and interview. The following instruments were selected to obtain data:

1. Narrative Frame

A Narrative frame was defined as a written story template consisting of a sequence of incomplete sentences and blank spaces of varying lengths (Barkhuizen & Wette, 2008). Writing frames were used to provide a story to scaffold writing in skeletal form (Warwick & Maloch, 2003). The purpose of writing frame was for participants to produce a

coherent story by filling in the spaces according to their own experiences and their reflections on these. Narrative frames provided guidance and support in terms of both the structure and content of what was to be written. From the researcher's perspective, the frames ensured that the content will be more or less, what was expected (and required to address the research aims) and that it will be delivered in narrative form. Narrative frame was chosen in this research in order to encourage the teachers to write their story or reflection on their teaching lives. Since the teacher's problem was part of the teaching experience, so narrative frame was appropriate to direct participants to write down their problems. The researcher designed one template which consisted of thirty seven sentence starters organized in such a way that the teacher would determine the direction the story would take, very much like the plot of the story. An instruction on the templates asked the teachers to read all the starters before they started to write so that they would get a sense of the structure of the story, the point being to write a coherent story instead of several unrelated responses. There the participants could tell their story about problems in implementing Merdeka Curriculum in English language teaching.

2. Narrative Empty Box

To anticipate the restriction of narrative frame such as limitation of teachers' stories and researcher's accessible data. The researcher provided narrative empty box with appropriate lead at the beginning and the ending of the frame for participants to write freely. As stated by Barkhuizen and Wette (2008), participants were able to give additional information that they would like to add and share. The narrative empty boxes also followed above narrative elements so the participants just fill in as before. The researcher presented empty box for the participants to write their story that was not enough in narrative frame and also to get more accurate data. The data from narrative frame and narrative empty

box were combined by adding similar cases from narrative empty box to narrative frame.

3. Interview

This research used semi-structured interviews because it allowed new questions to arise due to the answers given by the interviewee so that information could be extracted in more depth during the interview session. The researcher used an interview guide with pre-set questions. In general, when conducting an interview, the interviewer had a set of core questions to anchor individual interviews, and to provide coherence across interviews. However, the use of semi-structured interviews also gave a certain level of flexibility so that as the interview progresses the interviewer would ask follow-up questions for interviewees to clarify or elaborate (Alijoyo et al., 2021). Interview used to get details answer of English teachers' problems in implementing Merdeka Curriculum and the solutions to address the problems. The interview consisted of the numbers the open-ended questions about the teachers' problems in implementing Merdeka Curriculum that could elicit the participants to answer the question with their own views and opinions. The questions were mostly open-ended to enable participants to elaborate and researchers to pursue developing themes (Barkhuizen & Wette, 2008). The data was taken from the audio recording while the researcher interviews the participants about their problems in implementing the Merdeka Curriculum. The interview was conducted for approximately 2 until 3 hours on different days for each teacher. The language used for the interview session was Indonesian language. As stated by Filep (2009), the researcher could conduct interviews in several different languages in order to get balanced interview data. The researcher chose Indonesian language in conducting the interview in order to avoid communication problems with the participants.

D. Data Analysis Techniques

Thematic analysis was used to analyze the data from narrative frame, narrative empty box and the interview result of English teachers' problems in implementing the Merdeka Curriculum. The result of interview analyzed by transcribing the conversation into written text and then interpreting the data to answer the research question. The data was obtained from the narrative frame, narrative empty box, and the interview have been analyzed by using coding. Furthermore, narrative inquiry as a form of qualitative research aimed to describe, explore and discover realities that are subjective and individual as well as socially developed. As suggested by Barkhuizen and Wette (2008), accuracy and trustworthiness must be considered to maintain the quality of this study. To understand themes and find useful experiences, the data were analyzed by reading and coding frequently.

In elaborating the findings, this research used coding as shown in Table 3.1.

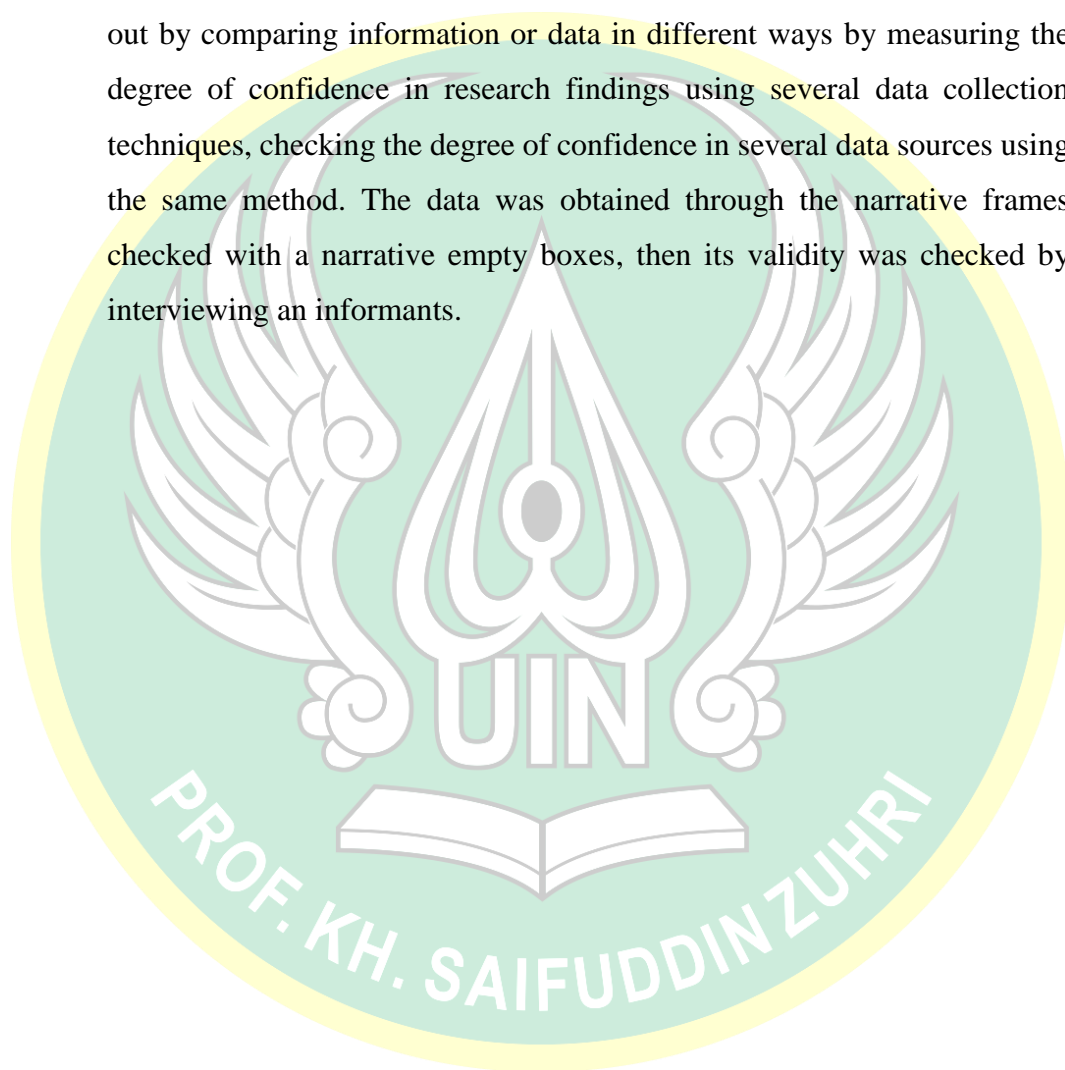
No.	Item	Coding	Remark
1.	Teacher (T1,T2,T3)	P1,P2,P3	P1 = Teacher One = Participant 1
2.	Teacher's Problem	TP_(P1,P2,P3)_ 1,2,3...	
3.	Ways to Overcome the Problems	WOP_P1_1,2,3..	TP = Teachers' Problems WOP = Ways to Overcome the Problems

Table 3.1 Coding Framework of Data Analysis

E. Validity of Data

The method for ascertaining the validity of data was employed in the qualitative study. In the qualitative study, the first step was to assess the validity of the research data. A technique used in educational research to improve the validity and credibility of the findings was triangulation. According to Moleong (2018), triangulation was a data validity checking technique that utilizes something other than the data. It indicated that the element outside of data serves as a comparison tool. Denzin and Lincoln

(2009) also argued that triangulation as a combination of various methods used to study interrelated phenomena from different points of view and perspectives. According to them, there were four types triangulation used in qualitative research, namely triangulation of data sources, method triangulation, researcher triangulation and theory triangulation. In this study used the method triangulation type. The triangulation method was carried out by comparing information or data in different ways by measuring the degree of confidence in research findings using several data collection techniques, checking the degree of confidence in several data sources using the same method. The data was obtained through the narrative frames checked with a narrative empty boxes, then its validity was checked by interviewing an informants.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of description and discussion of the study result by showing the findings and the discussion that is adapted to the theory to answer the research questions. The research finding shows the result of three types of data collections involving narrative frame, narrative empty box, and interview. The findings of narrative inquiry generally are defined as a qualitative approach which obtains the personal and human experiences and presents them narratively (Moen, 2006).

A. Teachers' Problems of English Language Teaching and Learning in the Merdeka Curriculum

In order to identify the answer of the research questions that is the English teachers' problems in implementing Merdeka Curriculum, narrative frame, narrative empty box, and the interview were conducted to three English teachers. The responses will provide a detailed explanation bolstered by the participants' narration. Several problems faced by the teachers were discovered. The problems come from students, the government, or teachers themselves. Besides that, all three teachers who participated in this research had different ways of dealing with those problems.

1. Teachers' difficulty in developing teaching modules for learning and teaching process

According to the theory from Baker and Westrup (2000), the problems faced by English teachers, the first problem comes from the difficulty in creating a different syllabus due to the new curriculum in the country. This theory also in line with the theory from Nurzen (2022), the English teachers' problems regarding the implementation of Merdeka Curriculum, modified teaching modules from teaching modules provided by the Ministry of Education, Culture, Research and Technology do not always suit students' needs and abilities. Based on

the results of narrative frames and narrative empty boxes, the participants faced the same problems related to adjusting and adapting the material that should match to the background of Vocational High School students.

P1, P2, P3 wrote:

In the previous curriculum, RPP was used to guide learning activities in the classroom, but in this Merdeka Curriculum, RPP was replaced with teaching modules. But, I actually still don't really understand the concept of the teaching module itself. I was used to RPP, then now they have been replaced with teaching module and the teaching module is only in general. (TP_P1_1)

In the Merdeka Curriculum, even though in this curriculum, the adjustment of the material is left entirely to us, but in making teaching modules where one teaching module is carried out by several teachers with the division of chapters in the teaching module it is considered less than optimal because the teaching modules are made only in general. (TP_P2_1)

In teaching ESP, especially when developing teaching module, the creation of teaching module which was carried out by several English teachers at this school or what we call *MGMP Lokal*. Each teacher works on 1 chapter or there are even teachers who work on 2 chapters. Once the chapters are put together, there is no checking process or giving feedback. So there are teachers who make it incorrectly and this has an impact on the chapter in the teaching module being incorrect so it cannot be used. (TP_P3_1)

In this aspect, all participants agreed that they had difficulties in adapting the material in the teaching module, even though the teaching module had already been created. P2 stated that she had to adapt again according to the major he taught because the teaching module was still general. Apart from that, P3 stated that there were no checking sessions or providing feedback which caused teachers to be less than optimal in creating teaching modules in their chapters, resulting in their creation being in vain because they could not be implemented in class.

Meanwhile P1 said that he did not really understand about the concept of teaching module.

In Vocational High Schools, the English language taught is related to ESP (English for Specific Purposes). ESP is supposed to provide the students with specific tasks and competence in English based on their field (Atiqah Nurul Asri et al., 2022). According to Basturkmen (2010), ESP concerns the needs of learners because of their work or specialization background. In addition, as stated by Suryadi (2021), for teachers, teaching ESP requires them to assign students with clear instructions and specific themes related to their knowledge. Participant felt that from the existing teaching modules, they found it difficult to apply learning appropriate to their major. While using the teaching modules, participant cannot use all of the content in the teaching modules because the teaching modules was still in general form. Sometimes parts of the teaching module are not appropriate because the teacher makes a mistake in one of the chapters which causes that chapter to not be applied to classroom learning. This is because there is no checking process before the teaching module is fixed.

2. Teachers' difficulty in using information and communication technology (ICT)

According to the theory from Baker and Westrup (2000), the next English teachers' problems is lack of finding and making resources. This theory also in line with the theory from Fitra and Tiarina (2023), there are still many platforms that can be used as instructional media that teachers cannot operate. In implementing Merdeka Curriculum, teachers and students must be proficient in using ICT as a learning tool. Understanding the ICT is important for teachers because now is the era of technology. Teachers must be able to involve current technology in classroom learning, especially English subjects.

P1 and P3 stated:

This is also one of the difficulties in implementing Merdeka Curriculum, namely the use of technology, especially if the teacher is old like me. In this curriculum, teachers were required to be able to teach using technology such as laptop, LCD Projector, and so on. In the past, I never used technology in teaching the students because I cannot operate them together properly. (TP_P1_2)

I rarely used ICT in the classroom because I found it difficult to understand and became forgetful when I tried to learn it. I usually just give an explanation, and sometimes the students have difficulty understanding it. So, actually I realized that teachers need ICT to teach. (TP_P3_2)

P2 claimed:

Since 2013 Curriculum, I have used various types of technology such as PowerPoint, Canva or videos from YouTube that I use to help explain material to students. And that's where I really got the advantage of using this ICT.

Based on the result of interview above, P2 did not have trouble in using ICT. She had no problems using ICT. She also felt that ICT is very useful when teaching English in the classroom. Besides, the existence of ICT made her students enthusiastic and more interesting. Meanwhile, P1 and P3 thought about ICT as a problem in implementing Merdeka Curriculum. All participants stated that they use of ICT is important and needed in implementing Merdeka Curriculum.

In today's digital era, there is a lot of technology that can be used for English learning (Janah et al., 2022). ICT commonly used in schools is laptops, LCDs, projectors, audio speakers, internet, software, etc. As stated by Cahyani & Cahyono (2012), technology is believed to be able to increase effective language learning because of its practicality, convenience, and potential to create an interesting teaching and learning process. However, integrating technology with language learning requires teacher readiness and skills. In addition, according to Sher Ryn & Sc (2020), the involvement of technology in language learning is hard

to implement due to the lack of ICT literacy of the teachers themselves. Some teachers who have been teaching for a long time might feel comfortable teaching with traditional methods using markers and whiteboards in the classroom. But as the time goes by, technology becomes more varied and updated. Participants rarely use technology in the learning process because they cannot operate it well at the same time. To improve the quality of learning and teaching, it is very important for ICT to be implemented and integrated not only in learning for students, but also in teaching for teachers. Therefore, teachers who cannot use ICT well need to learn more deeply about the use of ICT in the classroom.

3. Teachers' difficulty in assessing students

According to the theory from Baker and Westrup (2000), the next English teachers' problems is lack of make a good assessment. In the learning process, teachers will always meet the learning assessment as the part of evaluation. Assessment is used as an effort to check the extent to which students achieve goals education. Learning assessment is carried out by all participants in a summative and formative assessment. In changing the curriculum, from the 2013 Curriculum to Merdeka Curriculum, there was also a change in the assessment template provided by the Ministry of Education, Culture, Research, and Technology.

P1 wrote:

The problem I face in learning assessment is apart from the template which changes to suit the current curriculum is the diverse character and needs of students. So, I had difficulty creating a suitable assessment instrument for them. I teach 3 classes where each class contains 36 students. It was very difficult for me to get to know all the students with just one meeting each week. Not to mention if the meeting is not effective due to other school activities such as the practice of Dhuha prayers which takes one hour alone, school birthdays with celebrations that last up to a week, and so on. (TP_P1_3)

P2 and P3 expressed:

Previously, I already had my own way of assessment, especially for formative ones, such as assessments for speaking practice. In speaking practice in the classroom, I have created my own assessment rubric which consists of accuracy, fluency, and stressing in word, but now I have changed the way of formative assessment again for this curriculum. That was a bit of a problem at first. But after it is used, I think this template is even simpler and more practical for me. (TP_P2_3)

There has indeed been a change in the assessment format, previously during the 2013 Curriculum the final score was three. There are knowledge assessment, skill assessment, and attitude assessment, but now in this Merdeka Curriculum there is only one final score and that assessment is stressing in project for strengthening Pancasila student profiles. At first it was a bit of a problem for me, because it had to match the current template. But, I tried to use it. (TP_P3_3)

All participants agreed that using the Merdeka curriculum assessment template experienced problems due to changes that were quite different with the 2013 curriculum template. Besides the template have to change to suit the current curriculum, P1 also wrote the difficulty to creating a suitable assessment instrument for the students because she does not allow all the students within those limited time. P3 found it difficult to assess learning because the final grade in Merdeka Curriculum is only one and focuses on project for strengthening Pancasila student profiles. Meanwhile, P2 stated it was difficult to change the learning assessment template from 2013 curriculum to Merdeka Curriculum at first because she already had its own formative assessment method for students. However, she also stated that Merdeka curriculum assessment template was simpler and more practical to apply.

In the previous curriculum, the template for assessing students especially in final score there were three aspects, namely knowledge assessment, skill assessment, and attitude assessment. However, in the Merdeka Curriculum right now there is only one final score. The

Merdeka Curriculum template for assessing students is simpler and more practical, but the problem faced by teachers who are accustomed to using the three-aspect assessment format is that they have to replace the entire assessment instrument in order to match the assessment template used for the Merdeka Curriculum. In the other hand, assessment is regarded as an effort to check the extent to which students achieve goals of learning (Magdalena et al., 2023). Also as stated by Zulaiha, *et al.* (2022), the learning and teaching process requires teachers to choose the right form of assessment so that the desired learning objectives are achieved. Therefore, assessing students must be based on the learning objectives that have been created. Participants had difficulty in creating a suitable assessment instrument for students because of the diverse character and needs of students. The limited time could not allow them to get to know all the students. In addition, the assessment in the Merdeka Curriculum should also consider the project for strengthening Pancasila student profiles.

4. Lack of curriculum training

According to the theory from Reza *et al.* (2023), one of the problem faced by English teachers regarding the implementation of Merdeka Curriculum is the ineffective curriculum training. Curriculum training was conducted by the Ministry of Education, Culture, Research, and Technology. With this curriculum training, it is hoped that teachers can understand the differences between Merdeka Curriculum and the previous curriculum. All of the participants believed that the government required to hold the curriculum training in order to socialize the Merdeka Curriculum. They also added that they follow this training, but each of them had their own story to about their problems during the training.

P1 wrote:

When the Merdeka Curriculum was first implemented, each teacher was required to take part in curriculum training. However, this training was very limited because it was only held once a year, namely only every new school year. Curriculum training was only held every July. That's why I think it's less than optimal. (TP_P1_4)

P2, and P3 stated:

At the first seminar on curriculum, I felt that this curriculum training was just introducing the Merdeka Curriculum. And during the second seminar yesterday at the beginning of July, we were given a Power point file that only focused on theory. And after the seminar ended, we were asked to practice but were not monitored properly, and we were not given feedback. (TP_P2_4)

I have attended a seminar with the theme of the Merdeka Curriculum held by the government, but it was just like an ordinary seminar in general. (TP_P3_4)

Based on the result of narrative empty box and interview above, P1 wrote that the curriculum training was not optimal because the curriculum training is only held once a year. The curriculum provided by the government is only held every July. Meanwhile, P2 stated that after the training they were asked to practice but were not monitored and were not given feedback on what they had done. So, there is no follow-up from the training after the practice is carried out. Also, P3 stated that the curriculum training she had participated in was nothing more than socialization about the Merdeka Curriculum.

This problem comes from the government. The implementation of Merdeka Curriculum training aims to provide teachers with understanding in its implementation (Wahira et al., 2023). Curriculum training is needed for teachers because it explain a whole usage of the Merdeka Curriculum in detail. However, the overall rules for implementing the Merdeka Curriculum are still difficult for some teachers to understand. The government should conduct the training for curriculum frequently. In this research, curriculum training was only

held once a year, which was not optimal. Curriculum training was also more focused on theory. Even though there was practice after training, it was not monitored and followed up properly.

5. Lack of school facilities in the learning process

School facilities include facilities and infrastructure, especially for learning, which are important in successfully achieving learning goals. Participants believed that to carry out teaching, especially language teaching, adequate learning facilities were needed. Learning facilities here are related to the use of ICT to support quality and successful learning. As mentioned above, P2 stated that she had used various types of technology since the previous curriculum. However, she has her own problems in using ICT for teaching.

P2 expressed:

Regarding the use of ICT in learning, I don't have any problems other than the very limited number of LCDs and projectors. Just imagine, there are forty-five classes, but only seven LCDs and projectors that can be used properly. (TP_P2_5)

P3 also added:

I've used it occasionally. At that time I had a problem when I wanted to use the LCD and projector. The cable was damaged and couldn't connect to my laptop. In another time, when I also intended to use an LCD and projector, it was already booked out by another teacher. And actually that is also one of the reasons I rarely use ICT to teach in class. (TP_P3_5)

Based on interview above, P2 stated that she had problems with school facilities which were related to the success of the learning process. The limited number of LCDs and projectors was a problem in utilizing ICT properly. Meanwhile, P3 experienced problems related to poor school facilities, as she said the laptop connector cable to the LCD was not in good condition. Apart from that, P3 also experienced the unavailability of LCDs and projectors when she intended to use them.

This is because the LCD and projector will already be used by other teachers. She also claimed that this was the reason she rarely used the ICT in the classroom.

Adequate learning facilities are very necessary to improve the quality of education, especially to produce quality students (Wulandari & Muhiddin, 2019). However, some teachers experience difficulties in using school facilities, especially for the learning process. In this research, learning facilities to support the use of ICT in language learning were very limited and inadequate. The number of LCDs and projectors only amounts to no more than seven pairs which were still in good condition. This number is inversely proportional to the total classes in this school, namely there are forty-five classes with seven majors. This was also the reason why participants often did not use ICT for the learning process.

6. Teachers' difficulty in facing students' different abilities

This aspect focuses on students' different English abilities. According to Amalia *et al.* (2022), English teachers face the difficulty in measuring student achievement and improvement due to students' different abilities. All participants deal with communication skills in the classroom. Communication skills are the most vital thing in interacting with students, because the act of teaching itself requires them. Based on the results of the interview, all participants had the difficulty towards students that have lack of pronunciation and speaking abilities.

P1 and P3 expressed:

In the classroom, when communicating with students I still often use Indonesian. Because if I speak English, many students do not understand what I say. I found that teaching in Vocational High Schools, especially teaching speaking, was very difficult. Even when I ask students to introduce themselves using English language they get timid to speak. (TP_P1_6)

There were students whose English skills were quite good, and there were also those who are very poor, especially in pronunciation. I

found that teaching English in Vocational High Schools especially in English subject requires greater effort than teaching in Senior High School. (TP_P3_6)

Meanwhile P2 wrote:

In ELT process, I often asked students to use English, so that they can get used to and become familiar with English. Even though they use it, it still mixes with Indonesian, but this habituation was also useful for improving their English speaking skills. From my point of view, all students have different English language abilities because they come from various backgrounds. (TP_P2_6)

P1 said that he still used Indonesian when interacting with students in class. This was because students will not understand what he was saying if he used English. He also added that teaching speaking in Vocational High Schools was very difficult because students' speaking skills are low. Meanwhile, P2 wrote that she often asked students to using English in class so that students were familiar with English. Language mixing like this was also useful for improving students' speaking abilities. P2 also wrote that the differences of students' English language abilities were caused by their background. P3 stated that students who were not good in English abilities were in the pronunciation aspect. According to P3, teaching English in Vocational High Schools was more focused on students' language acquisition rather than skills.

The teachers required a lot of effort because in the classroom they taught students with different levels of ability. Teachers found it difficult when they had to teach the same material to students with different levels of the lesson understanding. As stated by Al-Subaiei (2017), teachers struggle hard with teaching English in their classes where there are students with different abilities and these different abilities may be caused by the attitudes, motivation and self-discipline of their own students. As a result, differences in abilities have an impact on the selecting the material for teaching module and performance results of

each student. In addition, this difficulty was increasingly felt in class interactions. Participants still rarely use English in language learning even though if seen based on the phase, teachers and students must be able to communicate in English according to the situation and purpose. Participants stated that many students were reluctant and get timid to speak English during lessons because mispronunciations often occurred. Also stated by Mumary Songbatumis (2017), it is stated students' speaking ability did not improve since most of them are afraid of making mistakes. This means that teachers experience difficulties in teaching students to speak English confidently, especially students whose English skills are low.

7. Teachers' difficulty in facing students' low motivation

This aspect is related to students' desires in learning English. According to the theory from Baker and Westrup (2000), English teachers face problem in classroom management related to students' low motivation. Some students thought English was a difficult subject and ignore their potential to explore more. In education field, motivation is regarded as a crucial factor to make students success in their English learning. That is why, students with low motivation will experience problems in the English learning process and students with high motivation can easily achieve learning goals.

P1, P2, and P3 wrote:

When I think about my own teaching, I realize that the most important thing I do in my classroom is make sure that the students is ready to study. This is because some of them look less enthusiastic and less focused. Not to mention if English lesson in the last hours and the students have been tired. This makes it difficult for them to understand the material so they often get bad grades. (TP_P1_7)

When I think about my own teaching, I realize that the most important thing I do in my classroom is keeping the students take part actively in learning English. This is because I don't want ignore their potential in English. Well, that is also the problem for me to

motivate the students who seemed to give up first because they do not understand the material being presented. (TP_P2_7)

I think my students believe that they can't actively participate in the English learning because most of them are not feeling confident on their own. (TP_P3_7)

As P3 stated that students were not feeling confident so they found it difficult to participate actively in learning English. Meanwhile P1 stated that some of students felt no attractions and less focused in learning English especially when learning in the last hours where students were already tired. And this results in students not understanding the material and they got bad grades. P2 stated that he was faced with students who seemed to give up on learning English. So she tried to motivate them so that they do not lose their learning potential.

As mentioned before, the ability of students in the class was different. Because of this, teachers will definitely find students who are passionate about learning and some who are not. This could be a problem for teachers, because there were some students who were lazy and had low concentration to learn English, especially the students who were in the middle to lower abilities. Some students who were lazy and had low concentration, especially when learning English, could cause the learning objectives to not be achieved one hundred percent. As stated by As Sabiq (2018), motivation influences on student's performance. Therefore, motivation is one of the crucial factors that helps students successfully learn English (Hayikaleng et al., 2016). Apart from that, students with low motivation also had problems outside of school. This made them less enthusiastic and actively participate in learning.

B. Ways to overcome the problems of English Language Teaching and Learning in the Merdeka Curriculum

One of the reasons for determining whether learning in the Merdeka Curriculum is successful or not is based on the teachers' ability (Pujiarti et al., 2023). In order to identify the answer of the research questions that is the English teachers' efforts in overcoming the problems in implementing Merdeka Curriculum, narrative frame, narrative empty box, and the interview were conducted to three English teachers. The responses will provide a detailed explanation bolstered by the participants' narration. Several problems faced by the teachers were discovered. Of three participants, each of them has their own way of dealing with the problems. However, there is also the problem that is solved in the same way. The followings are the details.

1. Adjusting and adapting the material

In the Merdeka Curriculum, lesson plans are no longer used and replaced with teaching modules. Even though lesson plans and teaching modules are both learning guidelines, they are different when viewed in terms of objectives. The teaching modules in the Merdeka Curriculum not only make it easier for teachers to carry out learning activities in the classroom. However, it also supports the achievement of competency in learning outcomes and the Pancasila Student Profile at each stage of development of a subject. The focus of this problem is on the process of teaching and learning particularly in adapting and adjusting the material. P1 said that actually he still did not really understand the concept of the teaching module.

P1, P2, and P3 mentioned:

Usually, for learning in class I will adjust the teaching module with material that is more suitable for the light vehicle engineering major. For example, when it comes to descriptive text material, the reading material is from the teaching module, but for their assignment, they make descriptive text about things related to their major, such as describing machine shop, car, etc. (WOP_P1_1)

Because the teaching module is still general, so I adapt it to the background of the major, as now I teach in the visual communication design major, I add material that touches a little about design. (WOP_P2_1)

I'll check it by myself and if it doesn't match the major I teach, I will definitely cut that part and replace it with mine. (WOP_P3_1)

The change from using lesson plans to teaching modules requires teachers to adapt them again because the teaching modules made by the *MGMP lokal* are still general. P1 said that he adjusted the teaching modules with material that was more suitable for the light vehicle engineering major. P2 stated that she had to adapt the material again because the teaching module was not yet specific to a particular major. P3 also stated that she did not hesitate to cut parts of the teaching module that did not match the major he was teaching.

Based on interview above, the solution is adjusting and adapting the material for teaching and learning process. Adjusting is related to changing the content of the material slightly to achieve a more satisfactory state. Meanwhile, adapting is considered about realignment with goals, so that the content changes more frequently and often with modifications. As stated by Natsir *et al.* (2022), students who decide to continue their education to Vocational High Schools (SMK) are prepared to be ready to work well after graduating so they need good English language skills to meet industry needs. Therefore, in English for Specific Purposes (ESP) teaching, the teachers should match the material to the students' needs in order to their students are be able to compete in workforce (Dwinalida & Setiaji, 2022).

2. Deepening ICT utilization skills

As previously mentioned, P1 and P3 deal with the issue of teachers' skills with information and communication technologies. Today's technology allows teachers to make language learning more easily. Hence, teachers must be equipped with practical knowledge in using

advanced ICT so that they are able to teach using ICT as the instructional media in the classroom.

P1, P2, and P3 stated:

I asked the younger teacher about how to operate a laptop with an LCD and projector. Since I try to learn using technology like this, it makes easier for me to grab students' attention. (WOP_P1_2)

Because using ICT was important in the ELT process, I try to learn more. I usually ask other teachers who understand it better. (WOP_P3_2)

Because the students were very enthusiastic with existing the technology, I often used it in the teaching and learning process.

As P1 said that the use of ICT is very useful for getting students' attention. He also said that he often asked younger teachers about how to use a laptop, LCD and projector simultaneously for the teaching process in the classroom. For the use of ICT, P2 was able to integrate it with English language learning such as videos from YouTube, using Power Point or Canva since in the previous curriculum. Sometime she also brought her own audio speaker from her house. P3 stated that she solved the problem by doing the same thing as P1, namely asking other teachers. P1 and P3 have been motivated by their desire to learn ICT since they learned that the use of ICT is needed in the independent curriculum, especially in language learning.

To address this problem, teachers try to learn more deeply about the use of ICT in the classroom. They also did not hesitate to learn from younger teachers or people who understand more about ICT. Teachers can do self-learning by finding out how to operate technology simultaneously well in the classroom. Teachers learn about how to use ICT tool, such as LCD, projector, computer, laptop, and others. Teachers also learn about application or website that used for English language teaching and learning. They can learn about it through internet,

YouTube, the people who expert on using ICT or even learn by themselves. Since ICT can provide an increase in the amount of exposure to English language skills to be practiced, it is very important for ICT to be integrated with learning in the classroom (Poudel, 2022).

3. Becoming adaptive teacher

Participants who had problems in dealing with learning assessments stated that the learning assessment template had changed since the curriculum moved to the Merdeka Curriculum. The learning assessment templates which initially consisted of three, namely knowledge assessment, skill assessment, and attitude assessment changed to only one final score template where the assessment emphasized the Pancasila Student Profile.

P1 wrote:

I usually looked at several learning assessment references for the Merdeka Curriculum, on the internet or in Power Point file that given when joining seminar. Then I match it to the character and needs that students need most. (WOP_P1_3)

P2 and P3 claimed:

I restructured the learning assessment and compare it with the 2013 learning assessment template. But actually, I am freer to add student participation scores, assignment scores and project scores in the formative assessment. (WOP_P2_3)

Sometimes I asked other English teachers about what the project for P5 will be like. Then, after that, I tried to make assessment instruments with easy, medium, and difficult levels. (WOP_P3_3)

In handling this problem, P1 wrote that he looked for several references, whether on the internet or in Power Point file that given when joining the curriculum training, then matched them to the students' characters and needs. Meanwhile, P2 said that he reorganized the learning assessment format and compared it with the previous one, and she also stated that she was comfortable with the current template. P3

chose to ask other teachers first about how the project for strengthening Pancasila student profiles would be implemented, then she created a learning assessment instrument with easy, medium and difficult levels.

As stated in the findings of narrative empty box and interview above, the participants had problem in assessing the students. Since the curriculum moved from the 2013 Curriculum to the Merdeka Curriculum, the template for student assessment has also changed. In solving this problem, each participant had their own way of solving this problem. The solution is looking for several references, whether on the internet or in Power point file that given while socializing the Merdeka Curriculum. The other way is reorganized the learning assessment format and compared it with the 2013 Curriculum assessment template. And the last way is discussion with other teachers about Pancasila student profile project that would be implemented. This last way is in line with Supriyati *et al.* (2023) who stated that because the project of strengthening the profile of Pancasila students based on the Merdeka Curriculum is set at thirty percent of the time allocation available during one semester for normative and adaptive subjects, it needs good planning and preparation.

4. Joining the curriculum training

Curriculum training was conducted by the Ministry of Education, Culture, Research, and Technology. All teachers concurred that training by the Ministry of Education, Research, and Technology was to socialize the Merdeka Curriculum. It was based on their experience in attending the training of curriculum. As stated by P1, the training of curriculum was very limited because just held once a year, namely in every July. And P2 said that the training that she attended asked to practice after a Power point file was given, but after that she did not get the feedback because the training was not monitored properly. On the other hand, P3 said that the training was like general training. Every teacher has their own way in solving problems in this case.

P1 wrote:

I took steps to take the advantage of discussion forums such as MGMP, whether local or district MGMP. There I asked questions and answers with other English teachers regarding the Merdeka Curriculum, especially teachers who teach at Vocational High Schools. (WOP_P1_4)

P2 and P3 stated:

I sometimes take curriculum training outside the city, but the entrance fee paid by me. But if the training for several days, I will talk to the vice principal for curriculum to ask for additional funds. (WOP_P2_4)

I usually get information about online seminars from WhatsApp groups, and I attend the seminars if the time does not interfere with my teaching hours. (WOP_P3_4)

In solving this problem, P1 wrote that he utilized discussion forums such as MGMP, whether local or district MGMP. This discussion group forum is useful for sharing information about practice and empowerment in implementing the Merdeka Curriculum. Meanwhile, P2 and P3 chose to attend additional seminars outside. However, in a different way, if P2 is with an offline curriculum training outside the city, then P3 is with an online curriculum training.

The curriculum training is held only once a year, so it seems less than optimal. According to Wahira, *et al.* (2023), training is very important for teachers to enhance their understanding in implementing the Merdeka Curriculum. Therefore, the solution to solve this problem is joining additional training even sometimes it is outside of the city. Another solution is to take part in online seminars via zoom meetings. In order for this Merdeka Curriculum to be implemented well, teachers really need training.

5. Becoming independent teacher

School facilities include facilities and infrastructure provided by the school. Participants considered that the school had not been optimal in

providing good facilities to support learning. This is based on their experience after several years of teaching at this school. Therefore, they overcome these problems in their own ways. P2 solved this problem by booking LCD and projector at the administration office in the early morning before she taught to anticipate not getting an LCD, audio speaker and projector for the learning process. Sometimes she also brought her own audio speaker from her house. P3 stated that she solved the problem by doing the same as P2, namely by booking LCD and projector in the early morning. She also sometimes borrowed audio speaker from teachers who have it.

P2 and P3 expressed:

Because LCDs, projectors, and audio speakers are very limited, it usually requires me to book at the administration office in the early morning before I teach and sometimes I bring my audio speakers from my own house. (WOP_P2_5)

I usually book early in the morning to get the LCD, projector and audio speaker. But if I don't get the audio speaker, I will borrow it from another teacher who has an audio speaker. (WOP_P3_5)

The lack of adequate learning facilities causes delays in the utilization of ICT which is considered capable of improving the quality of learning. According to Rahmawati and Rosy (2021), learning facilities are one of the external factors that influence student learning outcomes. Therefore, the solution to solve this problem is participants made their own efforts to provide the learning facilities they could. Because the number of supporting ICT tools such as LCDs, projectors and audio speakers is very limited, participants took the initiative by booking at the administration office in the early morning before teaching. Even the participant often bring their own audio speakers for learning activities from her own house. Another solution is to borrow ICT tools from teachers who have them.

6. Providing learning according to what students need

In facing students' different abilities, all the participants had different ways. They agreed that the problem they faced regarding students' different abilities was that students with lower level in English were able to catch up. P1 stated that he stressed the students with lower abilities at least can use Basic English that can be used for everyday communication. In this way, teacher can help students to increase their vocabulary mastery and improve their pronunciation. Meanwhile, P2 asked students to use English during lesson hours such as greetings, making presentations, asking and answering teacher questions. For certain interactions, there is an agreement with students, namely that if they use full English from start to finish, they will get additional points. This is applied during the presentation. On the other hand, P3 stated that for students who cannot understand English, she attempted to interpret a few difficult sentences and for the pronunciation she did repeat after me method.

P1 and P3 expressed:

I tried to solve this problem by enriching their vocabulary. Usually, I ask them to read an English reading text, then write down each new word and its meaning in their notebooks. Therefore, for every English lesson they must bring a dictionary. Apart from that, I also explained that later when they look for work, they need to know how to introduce themselves first. Therefore, I emphasize that lower level students can use Basic English such as self-introduction correctly. So, when they can pronounce words correctly, especially words that are used in everyday life, that is good progress for them. (WOP_P1_6)

For students who are lacking, I usually interpret several difficult sentences, then I teach how to pronounce these sentences using the repeat after me method. (WOP_P3_6)

Meanwhile P2 wrote:

Therefore, I always encourage them to use English for interaction like greetings, asking and answering the questions. In addition, I also

give extra points for certain interactions such as presentations that use full English so that they want to use English without hesitation. (WOP_P2_6)

This difference in students' abilities were very visible in speaking and pronunciation abilities. The participants had different ways of dealing with this problem. As stated by Jaya and Petrus (2022), there are some students who are embarrassed when speaking because they are afraid of making mistakes that will make them lose their self-confidence. Therefore, the first solution aimed at overcoming this problem was to make students confident in communicating with other people using English. Here, participant tried to encourage them to at least be able to speak English in basic skills so that they can use it in everyday life. Participant also didn't forget to ask students to translate new words they encountered in each reading text. Another way was that participant encouraged students to speak English by promising plus points so that they no longer hesitate in speaking English. The last way was participant help to interpreting the difficult sentences and taught them how to pronounce the words using the repeat after me method.

7. Trying to increase students' learning motivation

Students' motivation comes from external and internal factors. External factors are usually called extrinsic. From this extrinsic side, one of them come from teachers' role. For students with low motivation, they often experience difficulties in learning English and often even get bad results and have to remedial. This is where participants play their role in motivating their students to achieve learning outcomes.

P1 and P2 mentioned:

I think some students with lower levels need to be given more attention. Sometimes I ask the students personally about what their difficulties are in learning and listen to their problems, they tell me that they have difficulty in understanding the material because they are thinking about other things so they don't focus on studying. Then, I give suggestion for them. (WOP_P1_7)

In helping low level students, usually I divide students into several groups. One smart student is grouped with several students who are not, then I asked them to share their ideas with their group of friends. So the smart students can help their friends who don't understand. By doing this, the students can be motivated to learn English because of help from a friend. (WOP_P2_7)

Meanwhile P3 wrote:

I tried to solve the problem by convince the students that English actually easy, not as difficult as they think. I convince them while the lesson is taking place. And it would be very helpful if smart student in class motivate their classmates to convince that English is fun language to learn. (WOP_P3_7)

In solving this problem, P1 stated that he took steps to ask students personally and listen to their explanations, then gave directions so that the student could do better. Meanwhile, P2 used a way for students to help each other by dividing them into several groups. In each group there must be one smart student so that the smart student can help other students who are not. On the other hand, P3 tried to increase students' motivation by convincing them that English is easy and not as difficult as they thought when learning was carried out.

In a class, there are several students who are not at all interested in learning English. This disinterest causes students to become lazy and unenthusiastic in learning. Consequently, this can have a negative impact on the quality of the students themselves because they are not optimal in participating during learning activities in the classroom. Therefore, the teacher's role is needed to help increase students' learning motivation so that they can be optimal in English learning. As stated by Saugadi and Sari (2020), this role gives teachers more responsibility regarding the condition of their students, so that teachers can choose the right approaches and strategies to increase students' learning motivation. Participant takes steps to communicate with students personally so that students would talk about their problems in learning English. Another

way used by other participants is to encourage student motivation by creating study groups. This way is quite helpful in increasing students' learning motivation because in each group there is smart student who can help other friends. In line with the study by Kurniawan (2019), the learning methods with group work has an effect on increasing students' learning motivation.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter delivers conclusion, limitation of study, and suggestions. Subsequently, it aims to reach conclusions and make implications based on these interpretations. Following the conclusions and interpretations, implications are drawn for the development of practice. In addition, further implications are stated for further research.

A. Conclusion

The data gained from the narrative frames, narrative empty boxes, and interviews were able to complete the answer of research questions at this study: “What are English teachers’ problems in implementing Merdeka Curriculum at tenth grade of SMKN 1 Tonjong Brebes Regency?” and “What are English teachers’ efforts in overcoming problems in implementing Merdeka Curriculum at tenth grade of SMKN 1 Tonjong?”. From the findings that delivered in the previous chapter, the conclusion which is related to the research questions is there are seven aspects of English teachers’ problems in implementing the Merdeka Curriculum in SMKN 1 Tonjong Brebes Regency along with teachers’ way to address it based on their experiences. The problems came from government, school facilities, students, and teachers themselves.

The problems of English language teaching and learning in implementing the Merdeka Curriculum that English teacher were dealing with (1) The difficulty in developing teaching modules for learning and teaching process, (2) The difficulty in ICT tools, (3) The difficulty in assessing students, (4) The lack of curriculum training, (5) Lack of school facilities in the learning process, (6) The difficulty in facing students’ different abilities, and (7) The difficulty in facing students’ low motivation. The solution to address those problems were (1) Adjusting and adapting the material, (2) Deepening ICT utilization skills, (3) Trying to become adaptive teacher, (4) Joining the curriculum training, (5) Becoming

independent teacher, (6) Providing learning according to what students need, and (7) Trying to increase students' learning motivation.

B. Limitation of Study

Based on the process experienced when conducting this study, this study still has limitations due to several factors. These limitations will also be taken into consideration for further research in order to perfect this imperfect research. Some of limitations in this research include:

1. The participants in this subject were only three English teachers out of five English teachers at SMKN 1 Tonjong Brebes Regency. This happened because other English teachers were pursuing professional teacher education. This data may not be sufficient represents the problems experienced by English teachers and how they overcome these problems in SMKN 1 Tonjong Brebes Regency.
2. The research object only focuses on teacher problems and their solutions to address the problems in implementing the Merdeka Curriculum. There are still many other objects that can be researched such as teaching methods, instructional media, assessment, and others.
3. This research was only conducted in one school, of which there are many schools in South of Brebes Regency.

C. Suggestions

Based on the result of the study, the prominent suggestions were purposed for:

1. The English teachers and the future English teachers

For English teachers who implement the Merdeka Curriculum, it is recommended to make improvements in the main teacher competencies. In order to provide quality education for students.

2. The School

Based on the findings, teachers still face problems related to school facilities and curriculum training. The school is advised to support learning facilities and curriculum training which are sufficient for teachers who implement the Merdeka Curriculum.

3. The further researchers

Furthermore, for the further researchers are suggested to find other problems issues in the similar topic about Merdeka Curriculum such as the teachers' difficulty in designing the teaching module or the teachers' difficulty in the process of learning evaluation which consider the projects to strengthen Pancasila student profiles.



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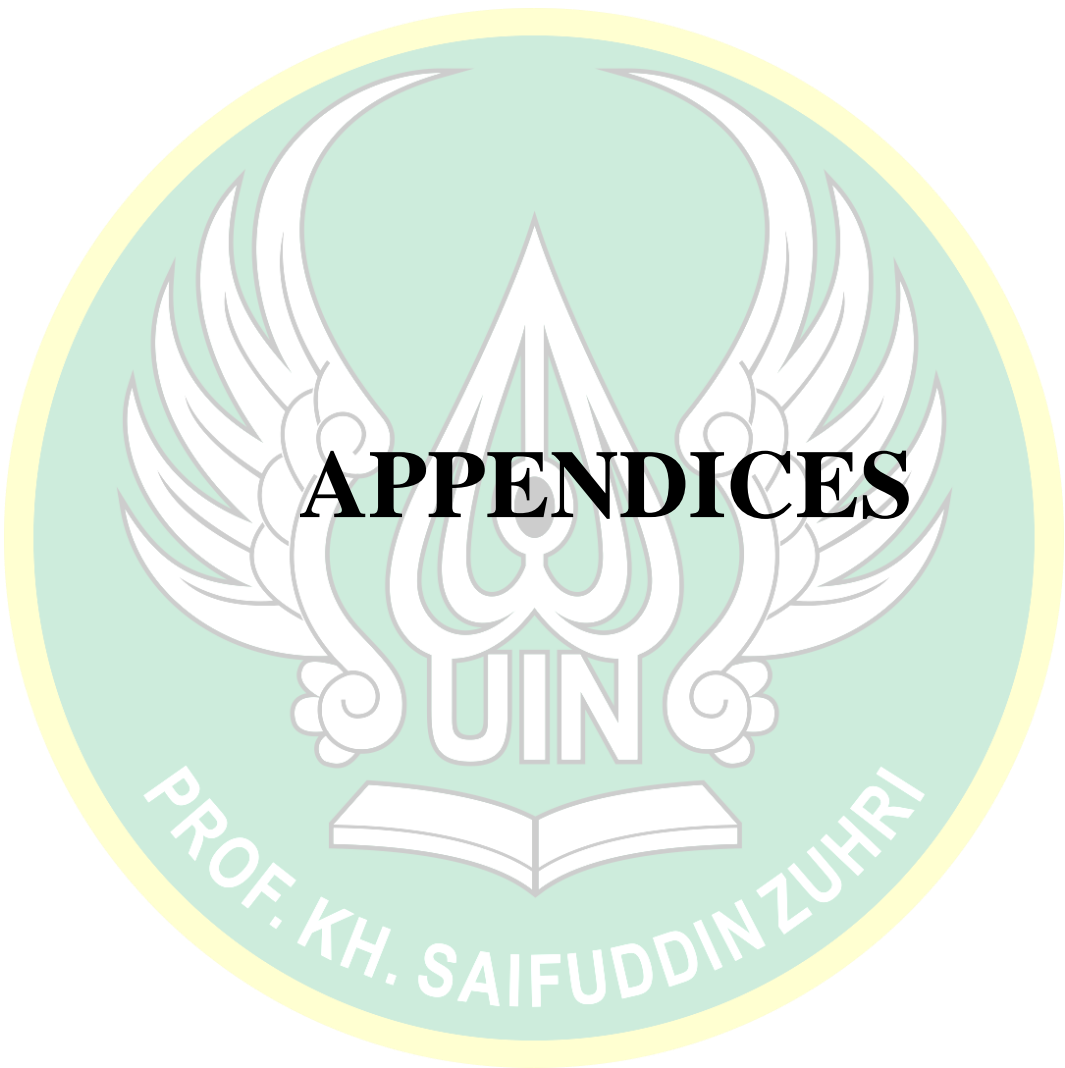
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APPENDICES

Appendix 1 Letter of Preliminary Research Approval



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH KEJURUAN NEGERI 1
TONJONG**

Jalan Raya Kutamendala Tonjong Brebes Kode Pos 52271 Telp: (0289) 5159034
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SURAT KETERANGAN
Nomor : 421.3 / 562 / 2023

Yang bertanda tangan dibawah ini :

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NIP : 19670719 199302 1 001
Pangkat / Gol. Ruang : Pembina Tk.I, IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMK Negeri 1 Tonjong
Alamat : Jl. Raya Kutamendala Tonjong Brebes

Dengan ini menerangkan bahwa :

Nama : Aulia Kusuma Madani
NIM : 2017404021
Semester : 5 (Lima)
Jurusan / Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2022 / 2023

Benar – benar telah melakukan Observasi Pendahuluan, dilaksanakan pada tanggal 13 sampai dengan 27 Januari 2023 di SMK Negeri 1 Tonjong. Selama melakukan observasi pendahuluan di SMK Negeri 1 Tonjong bersikap baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebaik – baiknya.

Tonjong, 25 September 2023

A. N. KEPALA SMK NEGERI 1 TONJONG
WKS BIDANG KURIKULUM



ANTO ARIWIBOWO, S.Pd
Penata, III/c
NIP 19790520 200904 1 001

Appendix 2 Letter of Research Approval



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH KEJURUAN NEGERI 1
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Unit Kerja : SMK Negeri 1 Tonjong
Alamat : Jl. Raya Kutamendala Tonjong Brebes

Dengan ini menerangkan bahwa :

Nama : Aulia Kusuma Madani
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Semester : 7 (Tujuh)
Jurusan / Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2023 / 2024

Benar – benar telah melakukan Riset Individu, dilaksanakan pada tanggal 01 Desember 2023 sampai dengan 01 Februari 2024 di SMK Negeri 1 Tonjong dengan judul "*English Teachers' Experiences in Implementing Merdeka Curriculum at Tenth Grade of SMKN 1 Tonjong Brebes Regency*". Selama melakukan Riset Individu di SMK Negeri 1 Tonjong bersikap baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebaik – baiknya.

Tonjong, 01 Februari 2024
KEPALA SMK NEGERI 1 TONJONG

Drs. SODIKUN ATMO YULIYANTO, M.Pd.
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NIP 196707191993021001

Appendix 3 Narrative Frame Guidelines

NARRATIVE FRAME GUIDELINES

This narrative frame is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule :

Time :

Class :

Teacher :

- The Emergence of the Merdeka Curriculum
 1. I am an English teacher. When I first started to teach is in...
 2. When I first taught I used the... Curriculum.
 3. The place where I now teach is...
 4. Now I am using the ... curriculum to teach my students.
 5. And the previous curriculum that I used before was...
 6. This change occurred because...
 7. In the future I am going to try to...
- English for Specific Purposes
 1. My students are...
 2. I teach in the... major since...
 3. In teaching ESP...
 4. The most important thing when teaching ESP is...
 5. I found that teaching English in Vocational High School...
- English Teaching in Merdeka Curriculum
 1. Making changes to my teaching practice is something that...
 2. This probably because...
 3. In the previous curriculum...
 4. In the Merdeka Curriculum...
 5. As for the textbook...

6. And for the instructional media...

➤ Characteristics of Effective EFL Teachers

1. In the characteristics for effective EFL teachers I believe that...
2. The first criterion is to emphasize the importance of being moral and well informed apart from being competent. And I felt...
3. The second criterion is the teacher should constantly attempt to find new ways of professionally increasing himself/herself, in accordance with his/her previous experience. And I felt...
4. The third criterion is the teacher must be committed to the development of his/her profession that related to integration of life-long learning. And I felt...

➤ English Teacher Problems in Implementing Merdeka Curriculum

1. When I think about my own teaching, I realize that the most important thing I do in my classroom is...
2. This is because...
3. What I really enjoy doing in my classroom is...
4. I think my students believe that...
5. There are some aspects of my teaching situation that I find very challenging. For example...
6. I am not sure what to do about this, but one possibility might be for me to...
7. And I remember once in my classroom I had a very difficult time trying to...
8. The main reason for this problem was that...
9. I tried to solve the problem by...
10. It would have been very helpful if...
11. As the teacher I have the responsibility to ensure that...
12. Sometimes this can be a little frustrating because...
13. However, ...
14. The best way to know how successful my students' learning has been is...

15. And what about my teaching? I know I have done a good job when...



Appendix 4 Narrative Frame Results

A. Narrative Frame Result 1

NARRATIVE FRAME GUIDELINES

This narrative frame is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule : Tuesday, November 28, 2023
 Time : 09.30 - 11.30
 Class : X TKR
 Teacher : Mr. Saefudin, S.Pd.

- The Emergence of the Merdeka Curriculum
 1. I am an English teacher. When I first started to teach is in...an elementary ~~school~~ school
 2. When I first taught I used the...¹⁹⁸⁴ Curriculum.
 3. The place where I now teach is...SMKN 1 Tonjong
 4. Now I am using the...^{Merdeka} Curriculum to teach my students.
 5. And the previous curriculum that I used before was...2013 curriculum
 6. This change occurred because...of the needs of students, the age of technology
 7. In the future I am going to try to...use interactive learning media
- English for Specific Purposes
 1. My students are...TKR students
 2. I teach in the...^{TKR} major since...2014
 3. In teaching ESP...I use the background knowledge of students to engage with the teaching material
 4. The most important thing when teaching ESP is...to deliver the material based on their level in understanding English
 5. I found that teaching English in Vocational High School...is very challenging
- English Teaching in Merdeka Curriculum
 1. Making changes to my teaching practice is something that...required
 2. This probably because...the curriculum as the learning and teaching guidelines is changing
 3. In the previous curriculum...RPP was used to guide learning activities in the classroom, but in this Merdeka Curriculum, RPP was → to deliver materials, based on the students' interest, profile and readiness.
 4. In the Merdeka Curriculum, the teacher has a right to modify, to transfer, the teacher arranges it.
 5. As for the textbook...the teacher arranges it.
 6. And for the instructional media...the teacher decides it.
- Characteristics of Effective EFL Teachers
 1. In the characteristics for effective EFL teachers I believe that...they should do self-improvement.

→ replaced with teaching modules. I actually still don't really understand the concept of the teaching modules itself. I was used to RPP, then now they have been replaced with teaching module and the teaching module is only in general.

2. The first criterion is to emphasize the importance of being moral and well informed apart from being competent. And I felt... *good about it*
 3. The second criterion is the teacher should constantly attempt to find new ways of professionally increasing himself/herself, in accordance with his/her previous experience. And I felt... *OK with that*
 4. The third criterion is the teacher must be committed to the development of his/her profession that related to integration of life-long learning. And I felt... *that it is a must.*
- English Teacher Problems in Implementing Merdeka Curriculum
1. When I think about my own teaching, I realize that the most important thing I do in my classroom is... *Make sure that the students is ready to study*
 2. This is because... *Some of them look less enthusiastic and less focused. Not to mention if English lesson in the last hours and the students*
 3. What I really enjoy doing in my classroom is... *work together with students.*
 4. I think my students believe that... *they are loved and respected.*
 5. There are some aspects of my teaching situation that I find very challenging. For example... *get the best learning media.*
 6. I am not sure what to do about this. But one possibility might be for me to... *borrow them from school facility.*
 7. And I remember once in my classroom I had a very difficult time trying to... *struggle with the last hour.*
 8. The main reason for this problem was that... *the students have been tired.*
 9. I tried to solve the problem by... *ask them to do ice breaking*
 10. It would have been very helpful if... *the media was also supportive and available.*
 11. As the teacher I have the responsibility to ensure that... *they are ready to study.*
 12. Sometimes this can be a little frustrating because... *Some of them didn't want to study instead asking me to tell a story*
 13. However... *the show must go on*
 14. The best way to know how successful my students' learning has been is... *held a summative test.*
 15. And what about my teaching? I know I have done a good job when... *my students get a good scores on test.*

↳ *have been tired, this makes it difficult for them to understand the material, so they often get bad grades.*

B. Narrative Frame Result 2

NARRATIVE FRAME GUIDELINES

This narrative frame is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule : Tuesday, November 28, 2023
 Time : 09.00 - 11.30
 Class : 10th grade (DKV 2)
 Teacher : Mu'minah, S.Pd

- The Emergence of the Merdeka Curriculum
 1. I am an English teacher. When I first started to teach is in... SMA Muhammadiyah Brebes
 2. When I first taught I used the... ^{2013 KTSP} Curriculum.
 3. The place where I now teach is... SMKN 1 Tonjong
 4. Now I am using the ... ^{Merdeka} Curriculum to teach my students.
 5. And the previous curriculum that I used before was... 2013 curriculum
 6. This change occurred because... Merdeka ~~curriculum~~ is ~~more~~ simpler than 2013 curriculum
 7. In the future I am going to try to... ^{2013 curriculum} improve knowledge about Merdeka curriculum
- English for Specific Purposes
 1. My students are... Vocational High School students
 2. I teach in the... ^{DKV} major since... 2022
 3. In teaching ESP... focuses on developing communicative skills in a particular field or ~~occupation~~ occupation
 4. The most important thing when teaching ESP is... English teaching and learning process
 5. I found that teaching English in Vocational High School... must learn learning skill or acquisition focus?
- English Teaching in Merdeka Curriculum
 1. Making changes to my teaching practice is something that... is my challenge have to do in Merdeka curriculum
 2. This probably because... this is quite different with the previous curriculum
 3. In the previous curriculum... I used RPP that is made by myself.
 4. In the Merdeka Curriculum... even though in this curriculum, the adjustment of the material is entirely to us, but ~~is~~ in making teaching module
 5. As for the textbook... the teacher is given freedom to choose the textbook.
 6. And for the instructional media... there are many instructional media in English learning
- Characteristics of Effective EFL Teachers
 1. In the characteristics for effective EFL teachers I believe that... a positive attitude is ~~an~~ an important professional characteristic of effective teacher.

→ where one teaching module is carried out by several teachers with ~~the~~ division of chapters in the teaching module it is considered less than optimal because the teaching module are made only in general.

face of an era of rapidly developing disruption rapid changes in information technology are changing and reshaping the structure of society.

2. The first criterion is to emphasize the importance of being moral and well informed apart from being competent. And I felt... ^{that is very important in English teaching}
 3. The second criterion is the teacher should constantly attempt to find new ways of professionally increasing himself/herself, in accordance with his/her previous experience. And I felt... ^{I have done it.}
 4. The third criterion is the teacher must be committed to the development of his/her profession that related to integration of life-long learning. And I felt... ^{that life-long learning is a very important skill for every human being in the}
- > English Teacher Problems in Implementing Merdeka Curriculum
1. When I think about my own teaching, I realize that the most important thing I do in my classroom is... ^{keeping the students take part actively in learning}
 2. This is because... ^{I don't want to ignore their potential in English. Well}
 3. What I really enjoy doing in my classroom is... ^{learning process.}
 4. I think my students believe that... ^{learning process is important.}
 5. There are some aspects of my teaching situation that I find very challenging. For example... ^{the teacher should ~~constantly~~ constantly attempt to find a new way of professionally increasing!}
 6. I am not sure what to do about this. But one possibility might be for me to... ^{try it.}
 7. And I remember once in my classroom I had a very difficult time trying to... ^{manage it.}
 8. The main reason for this problem was that... ^{implementing ~~lesson~~ lesson is regarding time constraints.}
 9. I tried to solve the problem by... ^{manage their time}
 10. It would have been very helpful if... ^{all of the problems can be solved well}
 11. As the teacher I have the responsibility to ensure that... ^{my students take part actively in English learning}
 12. Sometimes this can be a little frustrating because... ^{the students ain't active in English learning.}
 13. However... ^{I give some treatments by grouping them for doing assignments}
 14. The best way to know how successful my students' learning has been is... ^{assessment and students participation ~~in~~ in the classroom.}
 15. And what about my teaching? I know I have done a good job when... ^{the target of learning assessment beyond 85% constantly.}

→ I don't want ignore their potential in English. Well, that is also the problem for me to motivate the students who seemed to give up first because they do not understand the material being presented.

C. Narrative Frame Result 3

NARRATIVE FRAME GUIDELINES

This narrative frame is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule : Tuesday, November 28, 2023
 Time : 09.30 - 11.30
 Class : X TEI
 Teacher : Mrs. Diar Noor Abdallia, S.Pd.

➤ The Emergence of the Merdeka Curriculum

1. I am an English teacher. When I first started to teach is in SMA Tanuris Tonjong
2. When I first taught I used the...²⁰¹⁷ Curriculum.
3. The place where I now teach is... SMKN 1 Tonjong
4. Now I am using the...^{Merdeka} Curriculum to teach my students.
5. And the previous curriculum that I used before was...²⁰¹³ Curriculum
6. This change occurred because... more concise, simple, and more flexible to support loss recovery due to Covid-19 pandemic.
7. In the future I am going to try to...^{adapt the material of learning to the time.}

➤ English for Specific Purposes

1. My students are... tenth grade
2. I teach in the...^{TEI} major since...²⁰²²
3. In teaching ESP... the material must be appropriate to students learning conditions and improve students' English language skills in TEI major.
4. The most important thing when teaching ESP is... understand the context. This means knowing the background, objectives, and challenges of learners, as have the ability to master the basic knowledge and skill of English.
5. I found that teaching English in Vocational High School aims to ensure that students language to support the achievement.

➤ English Teaching in Merdeka Curriculum

1. Making changes to my teaching practice is something that... meaningful.
2. This probably because... the concept of learning is designed to be more effective and faster in achieving goals that can improve the
3. In the previous curriculum... focus on students' academic abilities in
4. In the Merdeka Curriculum... focus on student's character and general... moral development.
5. As for the textbook... is the same. There is only the latest release for Merdeka Curriculum.
6. And for the instructional media... must be more creative and applicable.

➤ Characteristics of Effective EFL Teachers

1. In the characteristics for effective EFL teachers I believe that... having a good classroom management skills will create a fun learning.

well as the characteristic and demands of their field of study.
 quality of learning and education.

2. The first criterion is to emphasize the importance of being moral and well informed apart from being competent. And I felt... ~~already met this first criterion~~.
3. The second criterion is the teacher should constantly attempt to find new ways of professionally increasing himself/herself, in accordance with his/her previous experience. And I felt... ~~already met this~~ ^{second} ~~criterion~~ and I ~~already~~ done it.
4. The third criterion is the teacher must be committed to the development of his/her profession that related to integration of life-long learning. And I felt... ~~like~~ improve the competence and role of professional teacher.

➤ English Teacher Problems in Implementing Merdeka Curriculum

1. When I think about my own teaching, I realize that the most important thing I do in my classroom is... teacher as study partner between students. So, they feel more comfortable and enthusiastic. Not considering English to be feared.
 2. This is because... student enthusiasm
 3. What I really enjoy doing in my classroom is... when students enthusiastic about learning material and actively participate in learning process.
 4. I think my students believe that... they can't actively participate in the English learning because most of them are not feeling confident on their own.
 5. There are some aspects of my teaching situation that I find very challenging. For example... I must make fun and interesting learning.
 6. I am not sure what to do about this. But one possibility might be for me to... try to learn more the kinds of technology because my students seemed interesting
 7. And I remember once in my classroom I had a very difficult time trying to... make a noisy class into a class where students want to be organized.
 8. The main reason for this problem was that... the students are less enthusiastic about English subject because they considered difficult lesson.
 9. I tried to solve the problem by... convince the students that English actually easy, not as difficult.
 10. It would have been very helpful if...
 11. As the teacher I have the responsibility to ensure that... learning by Merdeka Curriculum has been carry out.
 12. Sometimes this can be a little frustrating because... not ready to implement.
 13. However, Merdeka Curriculum can be applied in stages.
 14. The best way to know how successful, my students' learning has been is... if the material can be mastered by students and students' learning achievement is increasing.
 15. And what about my teaching? I know I have done a good job when... they can capture the material and their level of understanding of the material increases.
- ② in learning can make a sense of the importance of learning in students ~~and~~ ~~is~~ ~~not~~ ~~with~~ out any coercion.
- ⑥ If learning which engaging technology.
- ⑨ as they think. I convince them while the lesson is taking place.
- ⑩ And it would be very helpful if smart student in class motivate their classmates to convince that English is fun language to learn

Appendix 5 Narrative Empty Box**NARRATIVE EMPTY BOX**

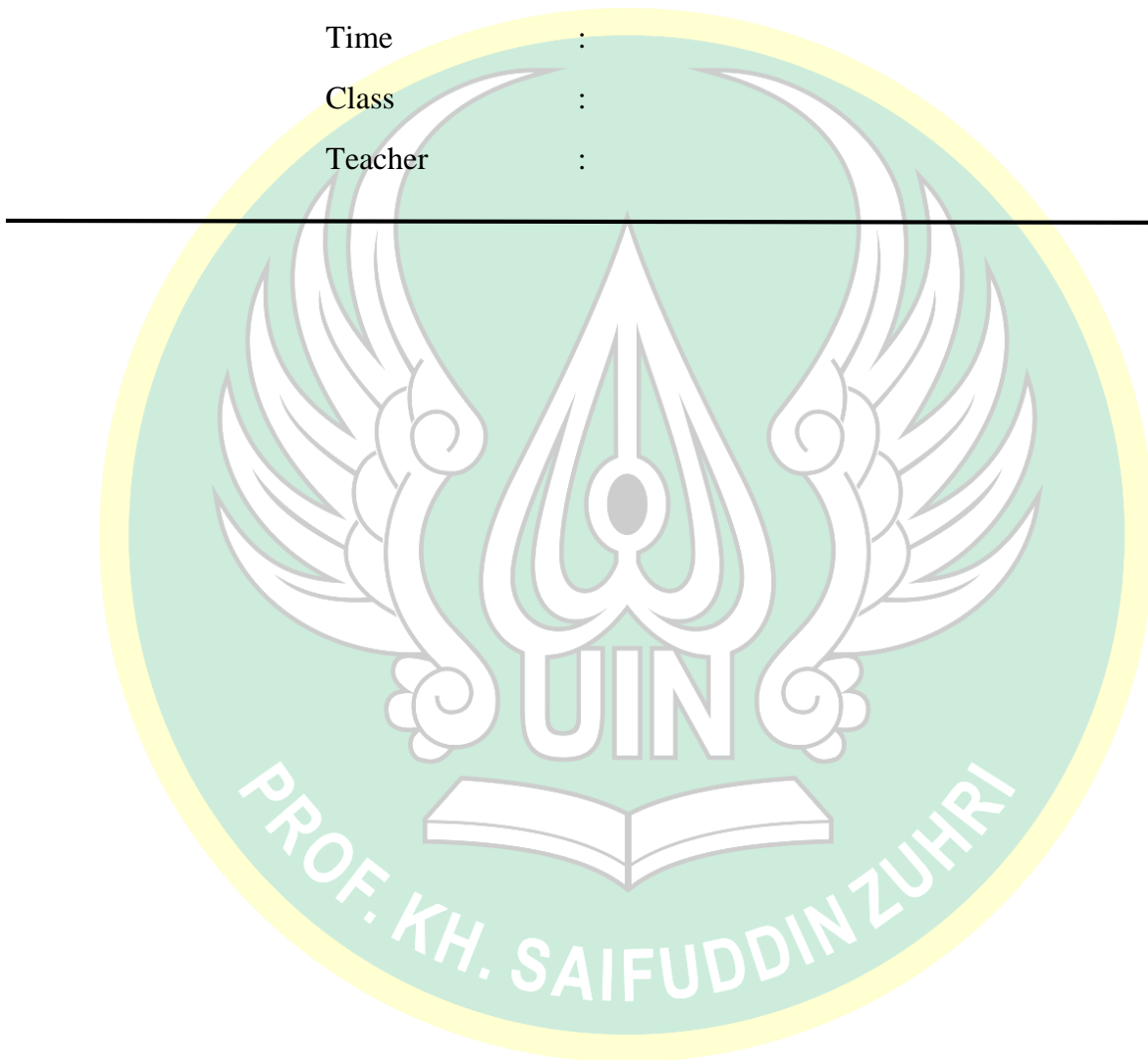
This narrative empty box is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule :

Time :

Class :

Teacher :



Appendix 6 Narrative Empty Box Results

A. Narrative Empty Box 1

NARRATIVE EMPTY BOX

This narrative empty box is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule : Tuesday, November 28, 2023
 Time : 13.00 - 14.30
 Class : X TKR
 Teacher : Saefudin S.Pd

There are another problems that I face when implementing Merdeka Curriculum in my teaching. The first problem is the problem I face in learning assessment is apart from the template which changes to suit the current curriculum is the diverse character and needs of students. So, I had difficulty creating a suitable assessment instrument for them. I teach 3 classes where each class contains 36 students. It was very difficult for me to get to know all the students with just one meeting each week. Not to mention if the meeting is not effective due to other school activities such as the practice of Dhuhā prayers which takes one hour alone, school birthdays with celebrations that last up to a week, and so on. In solving this problem, I usually looked at several learning assessment references for the Merdeka Curriculum, on the internet or in Power Point file that given when joining seminar. Then I match it to the character and needs that students need most.

The second ~~the~~ problem comes from teacher's competence in implementing Merdeka Curriculum. This is due to a lack of curriculum training. →

When the Merdeka Curriculum was first implemented, each teacher was required to take part in curriculum training. However, this training was very limited because it was only held once a year, namely only every new school year. Curriculum training was only held every July. That's why I think it's less than optimal. Realizing this, I took steps to take the advantage of discussion forums such as MGMP, whether local or district MGMP. There I asked questions and answer with other English teachers regarding the Merdeka Curriculum, especially teachers who teach at Vocational High Schools.

B. Narrative Empty Box 2

NARRATIVE EMPTY BOX

This narrative empty box is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule : Tuesday, November 28, 2023
 Time : 13:00 - 14:30
 Class : X DKV
 Teacher : Mu'minah, S.Pd

Teachers have significant role in increasing students' achievements. The first thing that we should do is introduce our students that learning English is applicable and not underpressure. That is why we need to make a good habituation for our students. In FLT process, I often asked students to use English, so that they can get used to and become familiar with English. Even though they use it, it still mixes with Indonesian, but this habituation was also useful for improving their English speaking skills.

From my point of view, all of students have different English language abilities because they come from various backgrounds. Therefore, I always encourage them to use English for interaction like greetings, asking and answering the question. In addition, I also give extra points for certain interactions such as presentations that use full English so that they want to use English without hesitation. This aims to ensure that those their different abilities can develop day by day.

C. Narrative Empty Box 3

NARRATIVE EMPTY BOX

This narrative empty box is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding English teacher's experiences in implementing Merdeka Curriculum.

Schedule	: Tuesday, November 28, 2023
Time	: 13.00 - 14.30
Class	: X TEI
Teacher	: Mrs. Diar Noor Abdallia, S.Pd.

This is additional story that I can say. A problem that I meet since Merdeka Curriculum implemented. This thing related to the professional competence that must we have. I face something new during teaching with Merdeka Curriculum in this school which one of the public school in Brebes Southern and also many society can see this school as the favorite school in this area. So, here is the thing. In teaching ESP, especially when developing teaching module, the creation of teaching module which was carried out by several English teachers at this school or what ~~the~~ we call MEMP Lokal. Each teacher works on 1 chapter or there are even teachers who work on 2 chapters. Once the chapters are put together, there is no checking process or giving feedback. So, there are teachers who make it incorrectly and this has an impact on the chapter in the teaching module being incorrect so it cannot be used. I think the teachers should catch the change quickly so that the readiness will be reached maximally.

Appendix 7 Interview Guidelines

INTERVIEW GUIDELINES

This interview is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding teacher's problems in implementing Merdeka Curriculum and his/her effort to overcome the problems.

Interview Schedule :

Time :

Class :

Teacher :

No.	Indicators	Explanation
1.	What problems do you face when developing teaching modules?	
2.	How do you solve it?	
3.	What problems do you face when lesson implementation?	
4.	How do you solve it?	
5.	What problems do you face in instructional media?	
6.	How do you solve it?	
7.	What problems do you face in classroom management?	
8.	How do you solve it?	
9.	What problems do you face in learning assessment?	
10.	How do you solve it?	
11.	What problems do you face in teacher training of the curriculum?	
12.	How do you solve it?	

Appendix 8 Transcript of Interview Results

A. Interview 1

This interview is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding teacher's problems in implementing Merdeka Curriculum and his/her effort to overcome the problems.

Interview Schedule : Friday, December 8, 2023

Time : 09.00-11.30

Class : X TKR

Teacher : Mr. Saefudin, S.Pd.

Interviewer : Aulia Kusuma Madani (AK)

Interviewee : Participant 1 (P1)

AK : “Apakah bapak mengalami permasalahan ketika mengembangkan Modul Ajar?”

P1 : “Jelas ada yah mba, apalagi di kurikulum sebelumnya menggunakan RPP, terus sekarang kurikulumnya ganti jadinya harus menggunakan Modul Ajar. Modul Ajar masih general sekali, materinya belum spesifik ke jurusan tertentu.”

AK : “Kenapa masih general sekali, pak?”

P1 : “Iya, karena Modul Ajar dibuat oleh MGMP Lokal. MGMP lokal itu guru-guru bahasa Inggris di sekolah ini yang mana mengajar di jurusan yang berbeda-beda. Di sekolah ini kan ada 7 jurusan, ada TKR, TBSM, TITL, TAV, TEI, DKV, dan Animasi.”

AK : “Lalu, bagaimana cara bapak menyelesaikan permasalahan tersebut?”

P1 : “Biasanya untuk pembelajaran di kelas saya akan menyesuaikan modul ajar dengan materi yang lebih cocok untuk jurusan Teknik Kendaraan Ringan. Misalnya saja pada materi teks deskriptif, bahan bacaannya berasal dari modul ajar, namun untuk tugasnya mereka membuat teks deskriptif

tentang hal-hal yang berkaitan dengan jurusannya, seperti mendeskripsikan bengkel mesin, mobil, dan lain-lain.”

AK : “Apakah bapak mengalami permasalahan ketika pembelajaran berlangsung?”

P1 : “Ketika pembelajaran di dalam kelas kendala yang saya hadapi saya belum bisa menggunakan bahasa Inggris full, masih sering menggunakan bahasa Indonesia. Karena jika saya berbicara menggunakan bahasa Inggris, masih banyak siswa yang tidak mengerti apa yang saya katakan. Saya mengerti bahwa mengajar di SMK khususnya pengajaran *speaking* sangatlah sulit. Bahkan ketika saya meminta siswa untuk memperkenalkan diri menggunakan bahasa Inggris, mereka merasa malu untuk berbicara.”

AK : “Bagaimana cara bapak menyelesaikan permasalahan tersebut?”

P1 : “Saya mencoba mengatasi masalah ini dengan memperkaya kosakata mereka. Biasanya saya meminta mereka membaca teks bacaan berbahasa Inggris, lalu menuliskan setiap kata baru beserta artinya di buku catatan mereka. Oleh karena itu, setiap pelajaran bahasa Inggris wajib membawa kamus. Selain itu saya juga menjelaskan bahwa nantinya ketika mereka mencari pekerjaan, mereka harus mengetahui cara memperkenalkan diri terlebih dahulu. Oleh karena itu, saya tekankan agar siswa tingkat bawah dapat menggunakan Bahasa Inggris Dasar seperti pengenalan diri dengan benar. Jadi, ketika mereka bisa mengucapkan kata-kata dengan benar, terutama kata-kata yang digunakan dalam kehidupan sehari-hari, itu merupakan kemajuan yang baik bagi mereka.”

AK : “Apakah bapak mengalami permasalahan dalam media pembelajaran?”

- P1 : “Kalau untuk media pembelajaran, kendala yang saya alami lebih kepada penggunaan teknologi ya mba, karena sekarang kita berada di era teknologi. Kalau medianya masih hanya buku saja saya rasa siswa kurang antusias. Ini juga menjadi salah satu kesulitan dalam menerapkan Kurikulum Merdeka yaitu pemanfaatan teknologinya, apalagi jika gurunya sudah tua seperti saya. Dalam kurikulum ini, guru dituntut untuk mampu mengajar dengan menggunakan teknologi seperti laptop, LCD Projector, dan lain sebagainya. Dulu, saya tidak pernah menggunakan teknologi dalam mengajar siswa karena saya tidak bisa mengoperasikannya dengan baik secara bersamaan.”
- AK : “Bagaimana cara bapak menyelesaikan permasalahan tersebut?”
- P1 : “Untuk mengatasi permasalahan ini, saya bertanya kepada guru yang lebih muda tentang cara mengoperasikan laptop dengan LCD dan proyektor. Sejak saya mencoba belajar menggunakan teknologi seperti ini, saya lebih mudah menarik perhatian siswa.”
- AK : “Apakah bapak mengalami permasalahan dalam pengelolaan kelas?”
- P1 : “Ada beberapa siswa yang terlihat seperti tidak siap untuk belajar. Mereka terlihat tidak *excited* dan kurang fokus dalam mengikuti pembelajaran sehingga di dalam kelas tersebut ada siswa yang *low* dan *high level*. Maksudnya ada siswa yang pintar, biasa saja, dan yang perlu lebih banyak arahan. Dan saya rasa hal ini juga dikarenakan motivasi belajar yang kurang.”
- AK : “Bagaimana cara bapak menyelesaikan permasalahan tersebut?”

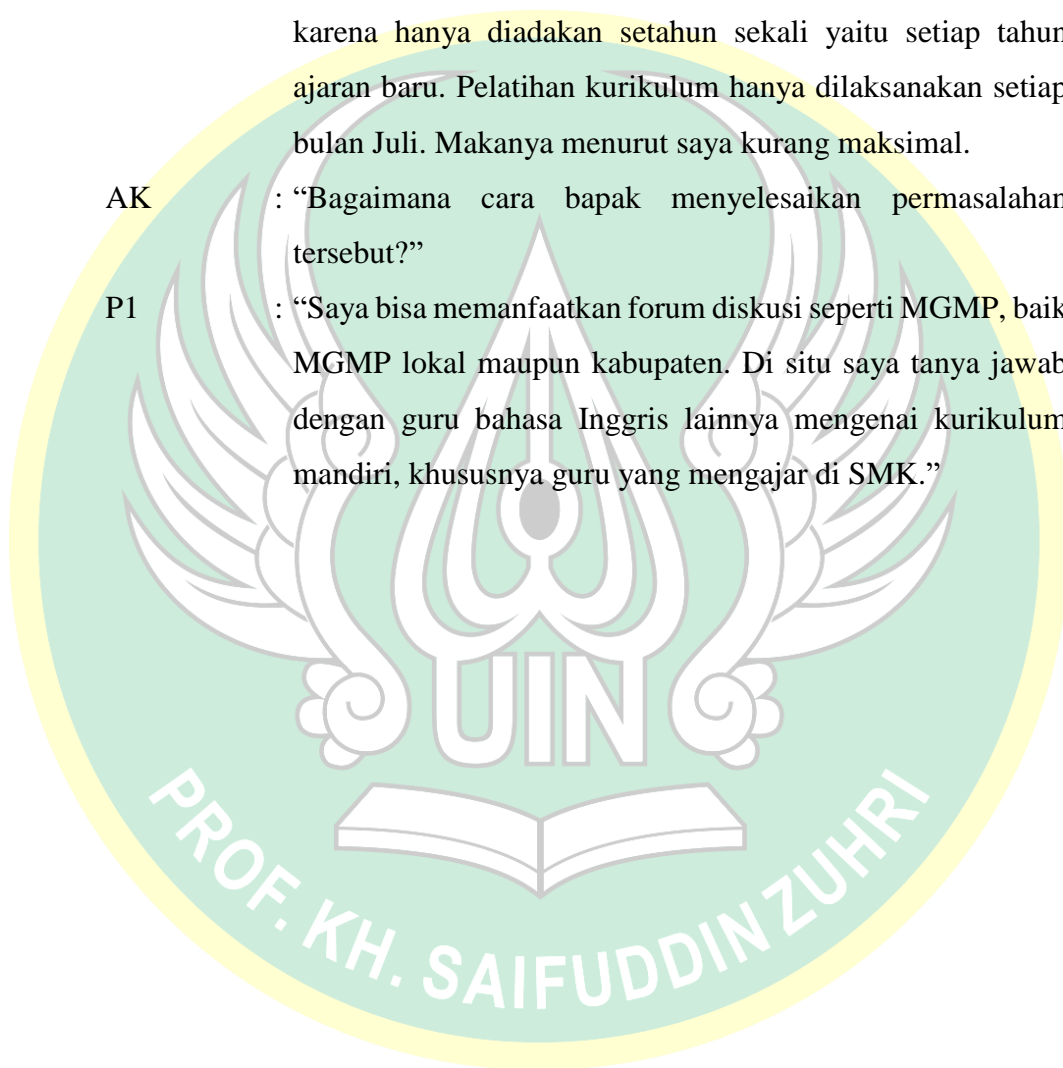
- P1 : “Saya pikir beberapa siswa dengan *lower level* perlu diberi perhatian lebih. Terkadang saya menanyakan secara pribadi kepada siswa apa saja kesulitannya dalam belajar dan mendengarkan permasalahannya, mereka menceritakan kepada saya bahwa mereka kesulitan dalam memahami materi karena memikirkan hal lain sehingga tidak fokus dalam belajar. Lalu, saya memberikan saran kepada mereka.”
- AK : “Apakah bapak mengalami permasalahan dalam penilaian pembelajaran?”
- P1 : “Permasalahan yang saya hadapi dalam penilaian pembelajaran selain template yang berubah menyesuaikan dengan kurikulum saat ini adalah beragamnya karakter dan kebutuhan siswa. Jadi, saya kesulitan membuat instrumen penilaian yang cocok untuk mereka. Saya mengajar 3 kelas yang masing-masing kelas berisi 36 siswa. Sangat sulit bagi saya untuk mengenal semua siswa hanya dengan satu pertemuan setiap minggunya. Belum lagi jika pertemuan tersebut tidak efektif karena adanya kegiatan sekolah lainnya seperti amalan shalat Dhuha yang memakan waktu satu jam pelajaran, ulang tahun sekolah dengan perayaan yang memakan waktu hingga seminggu, dan lain sebagainya.”
- AK : “Bagaimana cara bapak menyelesaikan masalah tersebut?”
- P1 : “Saya biasanya melihat beberapa referensi penilaian pembelajaran Kurikulum Merdeka, di internet atau di file Power Point yang diberikan saat mengikuti seminar. Lalu saya cocokkan dengan karakter dan kebutuhan yang paling dibutuhkan siswa. Tetapi, kalau pertemuan yang tidak efektif karena hal-hal yang saya sebutkan tadi itu saya tidak bisa mengendalikannya. Itu udah program sekolah yang tidak bisa diubah.”

AK : “Apakah bapak mengalami permasalahan dalam pelatihan kurikulum?”

P1 : “Ada mba, yaitu ketika Kurikulum Merdeka pertama kali diterapkan di sekolah ini. Pada saat Kurikulum Merdeka pertama kali diterapkan, setiap guru wajib mengikuti pelatihan kurikulum. Namun, pelatihan ini sangat terbatas karena hanya diadakan setahun sekali yaitu setiap tahun ajaran baru. Pelatihan kurikulum hanya dilaksanakan setiap bulan Juli. Makanya menurut saya kurang maksimal.

AK : “Bagaimana cara bapak menyelesaikan permasalahan tersebut?”

P1 : “Saya bisa memanfaatkan forum diskusi seperti MGMP, baik MGMP lokal maupun kabupaten. Di situ saya tanya jawab dengan guru bahasa Inggris lainnya mengenai kurikulum mandiri, khususnya guru yang mengajar di SMK.”



B. Interview 2

This interview is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding teacher's problems in implementing Merdeka Curriculum and his/her effort to overcome the problems.

Interview Schedule : Wednesday, December 6, 2023

Time : 11.00-15.30

Class : X DKV

Teacher : Mrs. Mu'minah, S.Pd.

Interviewer : Aulia Kusuma Madani (AK)

Interviewee : Participant 2 (P2)

AK : "Apakah ibu mengalami permasalahan ketika mengembangkan modul ajar?"

P2 : "Kalau di sekolah ini Modul Ajar yang digunakan itu yang dibuat oleh MGMP lokal. Nah, dalam pembuatan Modul Ajar ini dimana satu Modul Ajar dibuat oleh beberapa guru dengan pembagian bab dalam Modul Ajar tersebut, tetapi saya rasa kurang maksimal karena Modul Ajaran dibuat hanya secara umum sehingga pada saat diterapkan di kelas saya harus beradaptasi lagi sesuai jurusan yang saya ajar."

AK : "Lalu, bagaimana cara ibu menyelesaikan permasalahan tersebut?"

P2 : "Karena Modul Ajarnya masih bersifat umum maka saya sesuaikan dengan latar belakang jurusan, seperti sekarang saya mengajar di jurusan Desain Komunikasi Visual, saya menambahkan materi yang sedikit menyentuh tentang desain."

AK : "Apakah ibu mengalami permasalahan ketika pembelajaran berlangsung?"

P2 : "Kendalanya sepertinya sama dengan guru-guru bahasa lainnya mba, yaitu terkait kemampuan siswa yang berbeda-

beda. Dalam proses pembelajaran bahasa Inggris saya sering meminta siswa untuk menggunakan bahasa Inggris, agar mereka terbiasa dan terbiasa dengan bahasa Inggris. Meskipun mereka menggunakannya masih bercampur dengan bahasa Indonesia, namun pembiasaan ini juga bermanfaat untuk meningkatkan kemampuan berbicara bahasa Inggris mereka. Menurut saya, semua siswa mempunyai kemampuan berbahasa Inggris yang berbeda-beda karena mereka berasal dari latar belakang yang berbeda-beda.”

AK : “Bagaimana cara ibu menyelesaikan permasalahan tersebut?”

P2 : "Yaa seperti yang saya tulis kemarin di kertas Narrative Empty Box, saya menerapkan pembiasaan menggunakan bahasa Inggris di dalam kelas. Makanya, saya selalu mendorong mereka untuk menggunakan bahasa Inggris untuk berinteraksi seperti menyapa, bertanya dan menjawab pertanyaan. Selain itu, saya juga memberikan poin plus untuk interaksi tertentu seperti presentasi yang menggunakan bahasa Inggris full agar mereka mau menggunakan bahasa Inggris tanpa ragu.”

AK : “Apakah ibu mengalami permasalahan dalam media pembelajaran?”

P2 : “Sejak Kurikulum 2013, saya sudah menggunakan berbagai jenis teknologi mba, seperti PowerPoint, Canva atau video dari YouTube yang saya gunakan untuk membantu menjelaskan materi kepada siswa. Dan disitulah saya merasakan benefit dari penggunaan ICT ini.”

AK : "Berarti kalau media pembelajaran dengan ICT ibu tidak ada kendala ya, bu?"

- P2 : “Mengenai pemanfaatan ICT dalam pembelajaran, saya tidak mempunyai kendala apapun selain jumlah LCD dan proyektor yang sangat terbatas. Bayangkan saja, ada empat puluh lima kelas, namun hanya tujuh LCD dan proyektor yang bisa digunakan dengan baik.”
- AK : “Bagaimana cara ibu menyelesaikan permasalahan tersebut?”
- P2 : “Karena LCD, proyektor, dan speaker audio sangat terbatas, biasanya saya harus *booking* kepada TU di pagi hari sebelum mengajar dan terkadang saya membawa speaker audio dari rumah.”
- AK : “Apakah ibu mengalami permasalahan dalam pengelolaan kelas?”
- P2 : “Kalau pengelolaan kelas sepertinya tidak ada mba. Satu minggu 4 jam pelajaran di Kurikulum Merdeka ini lumayan efektif menurut saya, paling tinggal siswanya yang berbeda-beda kemampuannya. Ada yang kurang aktif dan kurang tanggap.”
- AK : “Lalu, bagaimana cara ibu menyelesaikan permasalahan tersebut khususnya menghadapi siswa yang kemampuannya berbeda-beda?”
- P2 : “Dalam membantu siswa yang kurang, biasanya saya membagi siswa menjadi beberapa kelompok. Salah satu siswa pandai dikelompokkan dengan beberapa siswa yang kurang pandai, kemudian saya meminta mereka untuk berbagi ide kepada teman kelompoknya. Sehingga siswa yang pandai dapat membantu temannya yang belum paham. Dengan melakukan hal ini, siswa dapat termotivasi untuk belajar bahasa Inggris karena bantuan dari seorang teman.”
- AK : “Apakah ibu mengalami permasalahan dalam penilaian pembelajaran?”

- P2 : “Sebelumnya saya memang sudah mempunyai cara penilaian tersendiri khususnya penilaian formatif seperti penilaian untuk *speaking practice*. Dalam *speaking practice* di kelas, saya sudah membuat rubric penilaiannya yang terdiri dari *accuracy, fluency, and stressing in word*, namun sekarang saya ubah lagi cara penilaian formatif untuk kurikulum ini. Pada awalnya sih itu kendala ya buat saya. Namun setelah digunakan, menurut saya template ini malah lebih simpel dan praktis.”
- AK : “Nah, itu waktu masih ada kendalanya, bagaimana cara ibu menyelesaikan kendala tersebut?”
- P2 : “Saya menyusun kembali penilaian pembelajaran dan membandingkannya dengan template penilaian pembelajaran tahun 2013. Namun sebenarnya saya lebih bebas menambahkan nilai partisipasi siswa, nilai tugas dan proyek dalam penilaian formatif.”
- AK : “Apakah ibu mengalami permasalahan dalam pelatihan kurikulum?”
- P2 : “Iya mba, pada pelatihan Kurikulum Merdeka yang pertama, saya merasa pelatihan kurikulum ini hanya memperkenalkan Kurikulum Merdeka. Dan pada pelatihan kedua kemarin awal bulan Juli, kita diberikan file Power point yang hanya fokus pada teori saja. Dan setelah seminar berakhir, kami disuruh praktek tapi tidak diawasi dengan baik, dan tidak diberi feedback.”
- AK : “Bagaimana cara ibu menyelesaikan permasalahan tersebut?”
- P2 : Kadang-kadang saya mengikuti pelatihan kurikulum di luar kota, namun biaya masuknya ditanggung oleh saya sendiri. Tapi kalau pelatihannya beberapa hari, saya akan bicara

dengan wakil kepala sekolah bidang kurikulum untuk meminta tambahan dana.”

C. Interview 3

This interview is aimed at English teacher who teach in 10th grade at SMKN 1 Tonjong Brebes Regency regarding teacher’s problems in implementing Merdeka Curriculum and his/her effort to overcome the problems.

Interview Schedule : Monday, December 4, 2023

Time : 11.00-13.00

Class : X TEI

Teacher : Mrs. Diar Noor Abdallia, S.Pd.

Interviewer : Aulia Kusuma Madani (AK)

Interviewee : Participant 3 (P3)

AK : “Apakah ibu mengalami permasalahan ketika mengembangkan modul ajar?”

P3 : “Ada mba, MGMP lokal kan salah satu agendanya yaitu buat Modul Ajar. Nah, setiap Modul Ajar kan terdiri dari beberapa bab. Bab-bab tersebut dibagi tugas dengan guru-guru lain, misal guru A membuat bab 1, guru B bab 2, dst. Sayangnya, kalau udah jadi, Modul Ajarnya disatukan beberapa bab itu tadi, setelah itu tidak ada proses pengecekan. Ada guru yang kalau membuat itu masih kurang tepat, jadi malah ada beberapa *part* nya yang harus di *cut*.”

AK : “Lalu, bagaimana cara ibu menyelesaikan permasalahan tersebut?”

P3 : “Saya akan cek sendiri dan jika tidak sesuai dengan jurusan yang saya ajar pasti saya potong bagian itu dan ganti dengan milik saya.”

- AK : “Apakah ibu mengalami permasalahan ketika pembelajaran berlangsung?”
- P3 : “Ketika pembelajaran berlangsung kendala yang saya alami yaitu ada siswa yang kemampuan bahasa Inggrisnya cukup baik, dan ada juga yang sangat kurang, khususnya dalam *pronunciation*. Saya menemukan bahwa mengajar Bahasa Inggris di SMK khususnya mata pelajaran Bahasa Inggris membutuhkan usaha yang lebih besar dibandingkan mengajar di SMA.
- AK : “Lalu, bagaimana cara ibu menyelesaikan permasalahan siswa yang sangat kurang dalam *pronunciation*?”
- P3 : “Bagi siswa yang kurang, biasanya saya mengartikan beberapa kalimat yang sulit, kemudian saya ajarkan cara mengucapkan kalimat tersebut dengan metode *repeat after me*.”
- AK : “Apakah ibu mengalami permasalahan dalam media pembelajaran?”
- P3 : “Saya masih sering menggunakan Modul Ajar saja mba.”
- AK : “Adakah media pembelajaran lain selain Modul Ajar, bu?”
- P3 : “Paling buku paket bahasa Inggris yang baru rilis dari pemerintah.”
- AK : “Apakah ibu pernah memanfaatkan teknologi seperti ICT dalam pembelajaran?”
- P3 : “Saya jarang menggunakan ICT di kelas karena saya agak sulit memahaminya dan menjadi lupa saat mencoba mempelajarinya. Biasanya saya hanya memberikan penjelasan, dan terkadang siswa kesulitan memahaminya. Jadi, sebenarnya saya juga menyadari bahwa guru memerlukan ICT untuk mengajar. Saya pernah menggunakannya sesekali. Tetapi, saat itu saya mengalami kendala saat ingin menggunakan LCD dan proyektor.

Kabelnya rusak dan tidak bisa terhubung ke laptop saya. Di lain waktu, ketika saya juga hendak menggunakan LCD dan proyektor, sudah dipesan oleh guru lain. Dan sebenarnya itu juga yang menjadi salah satu alasan saya jarang menggunakan ICT untuk mengajar di kelas.

AK : “Bagaimana cara ibu menyelesaikan permasalahan tersebut?”

P3 : “Karena penggunaan ICT itu penting dalam proses KBM, saya mencoba belajar lebih banyak. Saya biasanya bertanya kepada guru lain yang lebih memahaminya. Dan untuk mengatasi sarana atau fasilitas sekolah yang terbatas saya biasanya *booking* di pagi hari di ruang TU untuk mendapatkan LCD, proyektor, dan speaker audio. Karena peminjaman benda-benda tersebut adanya di ruang TU. Namun jika saya tidak kebagian audio speaker maka saya akan meminjamnya pada guru lain yang mempunyai audio speaker.”

AK : “Apakah ibu mengalami permasalahan dalam pengelolaan kelas?”

P3 : “Permasalahan yang saya temui ketika mengelola kelas yakni terdapat anak-anak yang kurang percaya diri. Menurut saya, mereka sepertinya tidak percaya diri karena mereka menganggap bahasa Inggris itu sulit.”

AK : “Bagaimana cara ibu menyelesaikan permasalahan tersebut?”

P3 : “Ketika di kelas, saya mencoba meyakinkan mereka bahwa bahasa Inggris itu tidak sesulit yang mereka bayangkan.”

AK : “Apakah ibu mengalami permasalahan dalam penilaian pembelajaran?”

P3 : “Jelas ada. Memang ada perubahan format penilaian, sebelumnya pada Kurikulum 2013 nilai akhir adalah tiga. Ada penilaian pengetahuan, penilaian keterampilan, dan

penilaian sikap, namun saat ini dalam Kurikulum Merdeka ini hanya ada satu nilai akhir dan penilaian itu ditekankan pada proyek penguatan profil pelajar Pancasila (P5). Awalnya agak bermasalah bagi saya, karena harus sesuai dengan template yang ada saat ini. Tapi, saya mencoba menggunakannya.”

AK : “Bagaimana cara ibu menyelesaikan permasalahan tersebut?”

P3 : “Terkadang saya bertanya dahulu kepada guru bahasa Inggris yang lain, akan dibuat seperti apa kegiatan P5-nya. Kemudian setelah itu saya mencoba membuat instrumen penilaian dengan *level* mudah, sedang, dan sulit.”

AK : “Apakah ibu mengalami permasalahan dalam pelatihan kurikulum?”

P3 : “Pernah waktu itu saya mengikuti seminar bertema Kurikulum Merdeka yang diadakan oleh pemerintah, namun hanya seperti seminar biasa pada umumnya. Jadi, seharusnya mungkin bisa lebih dari itu.”

AK : “Bagaimana cara ibu menyelesaikan permasalahan tersebut?”

P3 : “Saya biasanya mendapatkan informasi tentang seminar online dari grup WhatsApp, dan saya menghadiri seminar tersebut jika waktunya tidak mengganggu jam mengajar saya.”

Appendix 9 Pictures while Collecting the Data



Participant 1 while telling experience in narrative frame and narrative empty box



Participant 2 while telling experience in narrative frame and narrative empty box



Participant 3 while telling experience in narrative frame and narrative empty box



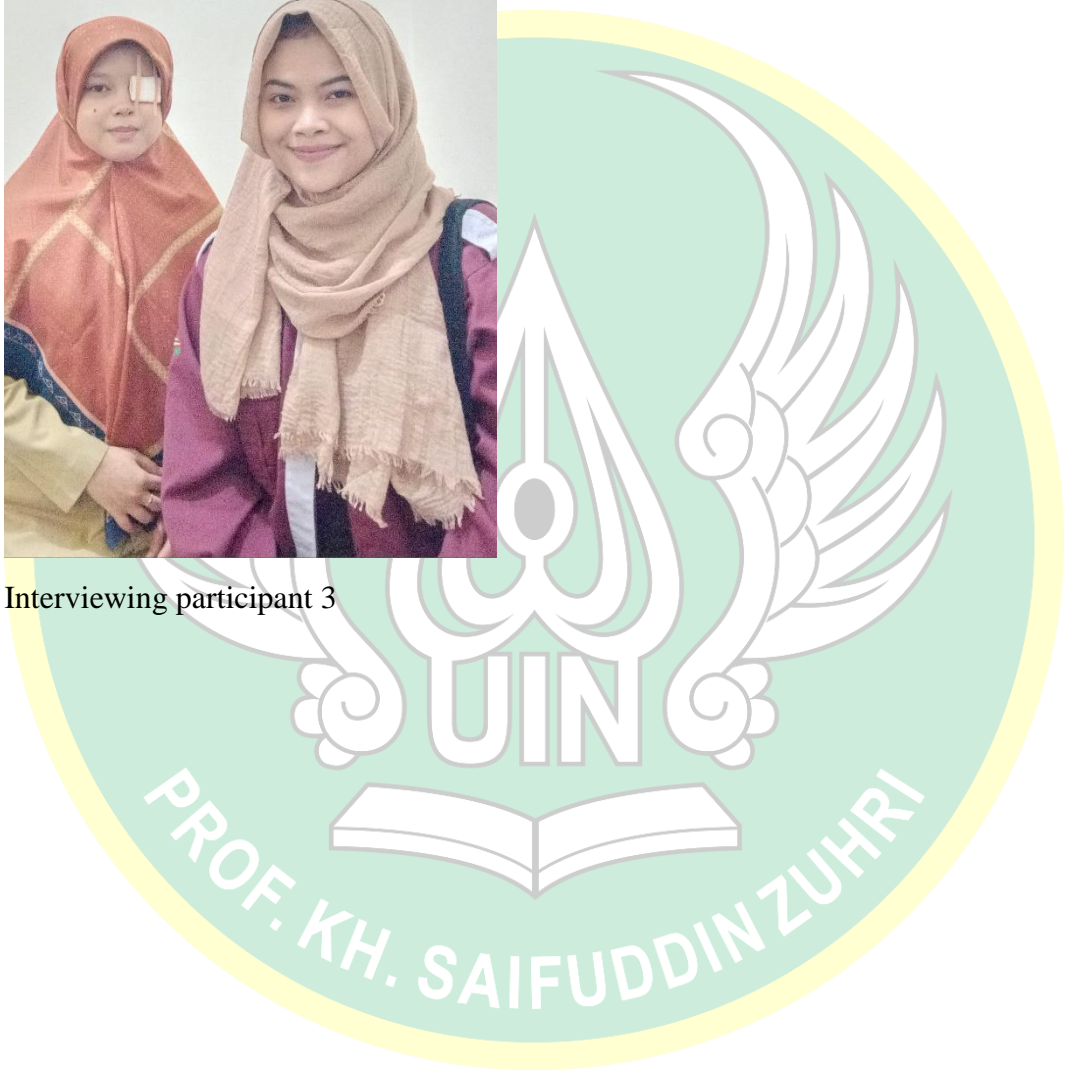
Interviewing participant 1



Interviewing participant 2



Interviewing participant 3



Appendix 10 Plagiarism Check Result

Similarity Check_Aulia Kusuma Madani's Undergraduate Thesis.pdf

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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Appendix 11 Munaqasah Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu 'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama : Aulia Kusuma Madani
NIM : 2017404021
Semester : 8
Fakultas/Prodi : FTIK/TBI
Angkatan Tahun : 2020
Judul Skripsi : English Teachers' Problems In Implementing Merdeka
Curriculum At Tenth Grade of SMK Negeri 1 Tonjong Brebes
Regency

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.


Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu 'alikum Wr. Wb.


Dibuat di : Purwokerto

Tanggal : 20 Februari 2024

Mengetahui,
Koordinator Prodi TBI


Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201801 2 003

Dosen Pembimbing


Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201801 2 003

Appendix 12 Thesis Supervision Form



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Aulia Kusuma Madani
No. Induk : 2017404021
Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris
Pembimbing : Desi Wijayanti Ma'rufah, M.Pd.
Nama Judul : English Teachers' Problems In Implementing Merdeka Curriculum At Tenth Grade of SMK Negeri 1 Tonjong Brebes Regency

No.	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Jumat, 16 Juni 2023	<ul style="list-style-type: none"> Menambahkan keterangan nama kabupaten di dalam judul Menggunakan spasi 1 pada bagian cover Menyebutkan judul pada latar belakang paragraf terakhir Menjelaskan teachers' problems yang dimaksud dalam conceptual definition Memastikan jumlah subjek penelitiannya Menambahkan aims and significances dari penelitian ini Menambahkan teori English for Specific Purposes Menjelaskan persamaan dan perbedaan antara penelitian ini dan penelitian sebelumnya pada previous studies Pastikan metode yang digunakan sudah dipahami dengan baik Menceritakan subjek secara detail Menambahkan triangulasi untuk validity of data 		
2.	Selasa, 3 Oktober 2023	<ul style="list-style-type: none"> Mengubah diksi yang ada pada judul dan research question Menghapus salah satu research question Menambahkan referensi pada salah satu teori Terdapat kesalahan pada footnote, seharusnya footnote yang menjorok 		
3.	Rabu, 1 November 2023	<ul style="list-style-type: none"> ACC proposal Mempersiapkan surat rekomendasi dan blangko bimbingan 		



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4.	Selasa, 21 November 2023	<ul style="list-style-type: none"> • ACC instrument • Mempersiapkan surat riset individu untuk ambil data di sekolah 		
5.	Selasa, 12 Desember 2023	<ul style="list-style-type: none"> • Mempersiapkan outline bab 4 • Mempersiapkan findings dan discussions 		
6.	Rabu, 17 Januari 2024	<ul style="list-style-type: none"> • Mengganti diksi pada sub bab findings • Menyiapkan discussions • Sub bab discussions dibuat 2 poin yang isi poin-poin findings di tulis per paragraf 		
7.	Senin, 29 Januari 2024	<ul style="list-style-type: none"> • Menyiapkan bab 5 • Menambahkan sitasi dari 3 dosen TBI 		
8.	Rabu, 31 Januari 2024	<ul style="list-style-type: none"> • Melengkapkan seluruh lampiran penelitian sesuai instrument penelitian yang telah digunakan 		
9.	Senin, 5 Februari 2024	<ul style="list-style-type: none"> • Mempersiapkan abstract • Mengecek similarities dengan turnitin • Membuat pernyataan keaslian 		
10.	Rabu, 7 Februari 2024	<ul style="list-style-type: none"> • Menyiapkan motto, dedication, acknowledgement, dan table of contents 		
11.	Senin, 12 Februari 2024	<ul style="list-style-type: none"> • Menyiapkan nota dinas • Menyiapkan surat rekomendasi munaqasyah • Menyiapkan blangko bimbingan skripsi 		
12.	Selasa, 20 Februari 2024	<ul style="list-style-type: none"> • ACC skripsi • Mempersiapkan munaqasyah 		

Dibuat di : Purwokerto
 Pada tanggal : 20 Februari 2024
 Dosen Pembimbing,

Desi Wijayanti Ma'rufah, M.Pd.
 NIP. 19921215 201801 2 003

Appendix 13 Academic Transcript

Transkrip

Cetak

TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris
 NIM : 2017404021
 Tempat Lahir : JAKARTA
 Tanggal Lahir : 9 Juni 2002

Jenjang Pendidikan : Strata 1
 Nama : ALIJA KUSUMA MADANI
 Tahun Masuk : 2020

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	MKU 61104	Bahasa Inggris	A	4.00	2	8
2	MKU 61116	BTA PPI	A	4.00	0	0
3	TBI 61101	Listening for Daily Communication	A	4.00	2	8
4	TBI 61104	Literal Reading	A-	3.60	2	7.2
5	TBI 61107	Speaking for Daily Communication	A-	3.60	2	7.2
6	TBI 61110	Sentence-based Writing	A-	3.60	2	7.2
7	TBI 61113	Basic English Grammar	A	4.00	2	8
8	TBI 61116	English Phonology and Phonetics	A-	3.60	2	7.2
9	TIK 61102	Dasar-Dasar dan Teori Pendidikan	A	4.00	2	8
10	MKU 61102	Bahasa Arab	A-	3.60	2	7.2
11	TBI 61102	Transactional Listening	A	4.00	2	8
12	TBI 61105	Interpretive Reading	A	4.00	2	8
13	TBI 61108	Transactional Speaking	A	4.00	2	8
14	TBI 61111	Paragraph-based Writing	A	4.00	2	8
15	TBI 61114	Intermediate English Grammar	A	4.00	2	8
16	TBI 61117	Pronunciation Practices	B+	3.30	2	6.6
17	TIK 61113	Lit erasi Media	A	4.00	2	8
18	MKU 61105	Ulumul Qur'an	A	4.00	2	8
19	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
20	TBI 61103	Listening for Academic Purposes	A	4.00	2	8
21	TBI 61106	Critical Reading	B+	3.30	2	6.6
22	TBI 61109	Speaking for Academic Purposes	A	4.00	2	8
23	TBI 61112	Academic Writing	A	4.00	2	8
24	TBI 61115	Advanced English Grammar	A	4.00	2	8
25	TBI 61118	Introduction to Linguistics	A	4.00	2	8
26	TBI 61119	Theories of Translating and Interpreting	A-	3.60	2	7.2
27	TIK 61103	Ilmu Pendidikan Islam	A	4.00	2	8
28	TIK 61105	Psikologi Perkembangan Peserta Didik	B	3.00	2	6
29	TIK 61107	Pengembangan Kurikulum	A	4.00	2	8
30	MKU 61109	Fiqh	A-	3.60	2	7.2
31	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A	4.00	2	8
32	MKU 61111	Ushul Fiqh	A	4.00	2	8
33	MKU 61113	Filsafat Ilmu	A-	3.60	2	7.2
34	TBI 61120	Translation Practices	A	4.00	2	8
35	TBI 61121	Introduction to Literature	A	4.00	2	8
36	TBI 61123	Teaching English as Foreign Language	A	4.00	2	8
37	TBI 61124	Developing Material Design for English	A	4.00	2	8
38	TBI 61125	Instructional Media for English	A	4.00	2	8
39	TBI 61126	Language Testing & Evaluation	A-	3.60	2	7.2
40	MKU 61107	Ilmu Kalam	A-	3.60	2	7.2
41	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8
42	MKU 61112	Metodologi Studi Islam	A-	3.60	2	7.2
43	TBI 61122	Cross Cultural Understanding	A	4.00	2	8
44	TBI 61127	Technology Enhanced Language Learning	A	4.00	2	8
45	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
46	TBI 61130	Sociolinguistics	A-	3.60	2	7.2
47	TBI 61131	Seminar Proposal	A	4.00	2	8
48	TBI 61132	Microteaching	A	4.00	2	8
49	TIK 61106	Sosiologi Pendidikan	A-	3.60	2	7.2

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
50	TIK 61108	Administrasi Pendidikan	A-	3.60	2	7.2
51	TIK 61110	Sejarah Pendidikan Islam	A	4.00	2	8
52	TIK 61112	Metodologi Penelitian Pendidikan	B+	3.30	2	6.6
53	TBI 62101	English for Young Learners	A	4.00	2	8
54	TBI 62102	English for Tourism	A	4.00	2	8
55	TBI 62103	English for Broadcasting	A	4.00	2	8
56	TBI 62104	English for Journalism	A	4.00	2	8
57	TBI 62105	English for Diable	A	4.00	2	8
58	TBI 62106	Educational Entrepreneurship	A	4.00	2	8
59	TBI 62107	Business English	A	4.00	2	8
60	TBI 62108	Textbook Analysis	A	4.00	2	8
61	TBI 62109	Language Learning and Acquisition	A	4.00	2	8
62	TBI 62110	TOEFL Preparation	B+	3.30	2	6.6
63	MKU 61114	Kuliah Kerja Nyata	A	4.00	4	16
64	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
65	MKU 61101	Pancasila dan Kewarganegaraan	A-	3.60	2	7.2
66	MKU 61103	Bahasa Indonesia	A	4.00	2	8
67	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
68	TIK 61104	Psikologi Pendidikan	A	4.00	2	8
69	TIK 61109	Teknologi Pendidikan	B+	3.30	2	6.6
70	TIK 61111	Statistika Pendidikan	B+	3.30	2	6.6

Judul Skripsi :

KETERANGAN

SKS : Satuan Kredit Semester

HM : Huruf Mutu

AM : Angka Mutu

M : Mutu

Jumlah SKS Yang Diambil : 142

Jumlah SKS Yang lulus : 142

Jumlah Mutu : 543.4

Index Prestasi Kumulatif (IPK) : 3.83

Purwokerto, 21 Desember 2023

Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

SUPARJO
NIP. 2017077303

Appendix 14 Certificate of Language Development (IQLA-EPTUS)



وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بورووكرتو
الوحدة لتنمية اللغة

عنوان: شارع جنرال احمد باتي رقم: ٤٠، بورووكرتو ٥٣١٢٦ هاتف ٠٢٨١ - ٦٣٥١٢٤ - www.iaipurwokerto.ac.id

الشهادة

الرقم: ان ١٧٠ / UPT.Bhs / PP.٠٠٩ / ٢٠٢١/٢٣٥٣٦

منحت الى

: أولياء كوسوما مداني

الاسم

: بجاكرتا، ٩ يونيو ٢٠٠٢

المولودة

الذي حصل على

٤٥ :

فهم المسموع

٦١ :

فهم العبارات والتراكيب

٥٨ :

فهم المقروء

٥٤٥ :

النتيجة



في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ٤
فبراير ٢٠٢١

بورووكرتو، ٦ أكتوبر ٢٠٢١
الوحدة لتنمية اللغة.

بإشارة من
للكورة أدي لوسواتي، الماجستير
١٩٨٦٠٧٠٤٢٠١٥٠٣٢٠٠٤



ValidationCode



**MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT**

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

EPTIP CERTIFICATE

(English Proficiency Test of IAIN Purwokerto)

Number: In.17/UPT.Bhs/PP.009/23536/2020

This is to certify that

Name : AULIA KUSUMA MADANI
Date of Birth : JAKARTA, June 9th, 2002

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on August 31st, 2020, with obtained result as follows:

1. Listening Comprehension	: 49
2. Structure and Written Expression	: 52
3. Reading Comprehension	: 48

Obtained Score : 496



The English Proficiency Test was held in IAIN Purwokerto.



ValidationCode



Purwokerto, September 24th, 2020
Head of Language Development Unit,

H. A. Sangid, B.Ed., M.A.
NIP: 19700617 200112 1 001

Appendix 15 Certificate of Religious Competence (BTA-PPI)



IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.ainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/20737/02/2023

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : AULIA KUSUMA MADANI
NIM : 2017404021

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	97
# Tartil	:	85
# Imla'	:	90
# Praktek	:	85
# Nilai Tahfidz	:	85



Purwokerto, 27 Feb 2023



MENGESAHKAN
SALINAN/FOTOCOPY SESUAI DENGAN ASLINYA
PURWOKERTO,
MUDIR MA'HAD AL-JAMI'AH
IAIN PURWOKERTO

Validation Code


SIMA v.1.0 UPT MA'HAD AL-JAMI'AH IAIN PURWOKERTO - page1/1

Appendix 17 Certificate of Community Engagement (KKN)



Sertifikat

Nomor Sertifikat : 0995/K.LPPM/KKN.52/09/2023

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

Nama Mahasiswa : **AULIA KUSUMA MADANI**
NIM : **2017404021**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-52 Tahun 2024,
dan dinyatakan **LULUS** dengan nilai **87 (A)**.



Certificate Validation

Appendix 17 Certificate of Internship (PPL)

Appendix 18 Letter of Passing Comprehensive Examination



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN **No. B-112.Un.19/WD1.FTIK/PP.05.3/1/2024**

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Aulia Kusuma Madani
 NIM : 2017404021
 Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Selasa, 2 Januari 2024
 Nilai : A

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 4 Januari 2024
 Wakil Dekan Bidang Akademik,

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

Appendix 19 Biography

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

1. Nama Lengkap : Aulia Kusuma Madani
2. NIM : 2017404021
3. Tempat/tgl Lahir : Jakarta, 9 Juni 2002
4. Alamat Rumah : Dk. Kramat RT 06/RW 06, Desa Bumiayu, Kec. Bumiayu, Kab. Brebes
5. Nama Ayah : Miftahudin
6. Nama Ibu : Santy Alawiyah

B. Riwayat Pendidikan

1. Pendidikan Formal

- a) SD/MI, tahun lulus : SD Negeri Bumiayu 02, 2014
- b) SMP/MTS, tahun lulus : SMP Negeri 1 Bumiayu, 2017
- c) SMA/MA, tahun lulus : SMK Negeri 1 Tonjong, 2020
- d) S1, tahun lulus : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2024

2. Pendidikan Non Formal

- a) 2020- 2022 : Pondok Pesantren Modern El- Fira 1 Purwokerto

C. Pengalaman Organisasi:

1. OSIS SMK Negeri 1 Tonjong
2. Javelin UIN Saizu Purwokerto
3. IMM Ki Bagus Hadikusumo
4. Public Speaking PPM El - Fira 1

Purwokerto, 10 Februari 2024



Aulia Kusuma Madani
NIM. 2017404021