

**THE IMPLEMENTATION OF *MERDEKA BELAJAR* CURRICULUM
IN TEACHING SPEAKING TO THE NINTH GRADE
OF SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO**



AN UNDERGRADUATE THESIS

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

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STATEMENT OF ORIGINALITY

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Declare that the thesis I wrote with the title, "**The Implementation of Merdeka Belajar Curriculum in Teaching Speaking to the Ninth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto**" 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.

Purwokerto, 14 Mei, 2024



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APPROVAL SHEET

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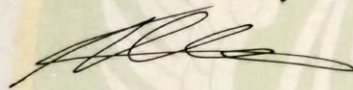
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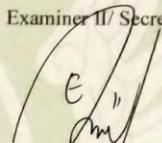
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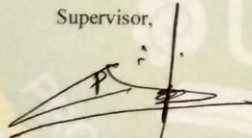
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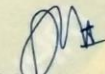
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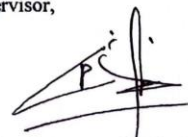
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ABSTRACT

THE IMPLEMENTATION OF *MERDEKA BELAJAR* CURRICULUM IN TEACHING SPEAKING TO THE NINTH GRADE OF SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Abstract: This study aims to describe the implementation of the Merdeka Belajar curriculum and the advantages in teaching speaking in the ninth grade at SMP Al Irsyad Al Islamiyyah Purwokerto. The qualitative descriptive approach was used in this study. The subjects were two English teachers and the vice curriculum at SMP Al Irsyad Al Islamiyyah Purwokerto. The data was collected through observation, interviews, and documentation studies. The study used data reduction, data display, and conclusion or verification to analyze the data. The result of this study indicate several findings in process of the implementation of Merdeka Belajar curriculum in teaching speaking, and the findings of this study when the teacher will teach are 1) The teacher prepares before teaching both in terms of material, media, and lesson plans. 2) At the start of the lesson, the teacher does brainstorming and apperception. 3) During the teaching process, the teacher's shows the video and students do the questions in the book, which is where the utilization of technology is used, as well as speaking practice. 4) The teacher approaches with working group method and presentation. 5) The teacher facilitates students with technology and media that students need. 6) Teachers give formative and summative test based on students' interest and talents. The research also show the advantages from the implementation of Merdeka Belajar curriculum.

Keywords: Advantages, *Merdeka Belajar Curriculum*, *Teaching Speaking*,

MOTTO

Fa inna ma'al usri yusra

“Maka sesungguhnya beserta kesulitan ada kemudahan,”

Inna ma'al 'usri yusra

“Sesungguhnya, beserta kesulitan itu ada kemudahan”

(Q.S 94: 5-6)



DEDICATION

I dedicate this thesis to,

My parents, especially my beloved Mom, Kasriliyanti

And My Dad Mulyagus Dasmad

All of My Family, especially my beloved uncle Mr. Kardi (alm)

All of My Lecturers and My teachers

All of my friends who helped and encourage me to finish this thesis

Precious self, Hana Elisa O

Thank you all



ACKNOWLEDGEMENT

In the name of Allah SWT, the almighty, I express my gratitude for the mercy and blessings that have enabled me to complete this thesis, entitled “The Implementation of the *Merdeka Belajar* Curriculum in Teaching Speaking to the Ninth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto.” It is also appropriate to remember to sholawat and greetings to the Prophet Muhammad SAW, who has brought us from the age of jahiliyyah to a brightly lit age.

During the preparation of this thesis, I have benefited from the assistance, motivation, support, and suggestions of numerous individuals and institution. I am grateful to all those who have contributed to this endeavor, as this project is the culmination of my studies in the English Education Study Program at the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. My sincere gratitude and appreciation go to the following individuals and institution:

1. Prof. Dr. H. Fauzi, M.Ag, as the Dean of the Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, S.Ag., M.A., the Deputy 1 for Academic of the Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I., the II Deputy for General Administration, Planning and Finance of the Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M.Ag., the III Deputy for Student Affairs and Collaboration of the Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., as the Head of Undergraduated Program in Education Department of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto

6. Desi Wijayanti Ma'rufah, M.Pd., the English Education Study Program Coordinator in Faculty of Tarbiya and Teacher Training of State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
7. Muflihah, S.S., M.Pd., as the Academic Advisor for TBI A Class 2020, who has consistently provided valuable guidance, support, and motivation.
8. Yulian Purnama, S.Pd., M.Hum., the Supervisor who always give me knowledge, support, motivation, guidance, and suggestions for finishing this research.
9. Lecturer and Administration Staff on State Islamic University of Professor Kiai Haji Saifuddin Zuhri Purwokerto.
10. School Principal, Teachers, Staffs of SMP Al Irsyad Al Islamiyyah Purwokero that helped and facilitated me in the research.
11. Tunjung Salastina, S.S., the I English Teacher for their guidance, support, knowledge and invaluable insight throughtout this research.
12. Waryanti, S.Pd., the II English Teacher who also give me guidance, support, knowledge, and invaluable insight throughtout this research.
13. Tutut Andriani, M.Pd., the Head of Curriculum who help this research with support, knowledge throughtout this research.
14. My lovely parents Mr. Mulyagus Dasmad and Mrs. Kasriliyanti who have consistenly provided prayers, love, motivation, and support.
15. All TBI A'20, especially uswah who have give support, love, and memory, and thank you for the friendship and our togetherness
16. Myself, Hana Elisa Oktavia. Thank you for fighting to complete the thesis with patience and sincerity.
17. All parties, whose names cannot be individually mentioned, who have supported every journey in the successful writing of the thesis.

There is no sentence that is more appropriate with the deepest thanks for all help, supports, and suggestions. Only Allah SWT who can replay

with the kidney. Hopefully this thesis can provide new insight and knowledge that beneficial for the writer and all readers.

Purwokerto, May 15th, 2024

The Researcher,



Hana Elisa Oktavia

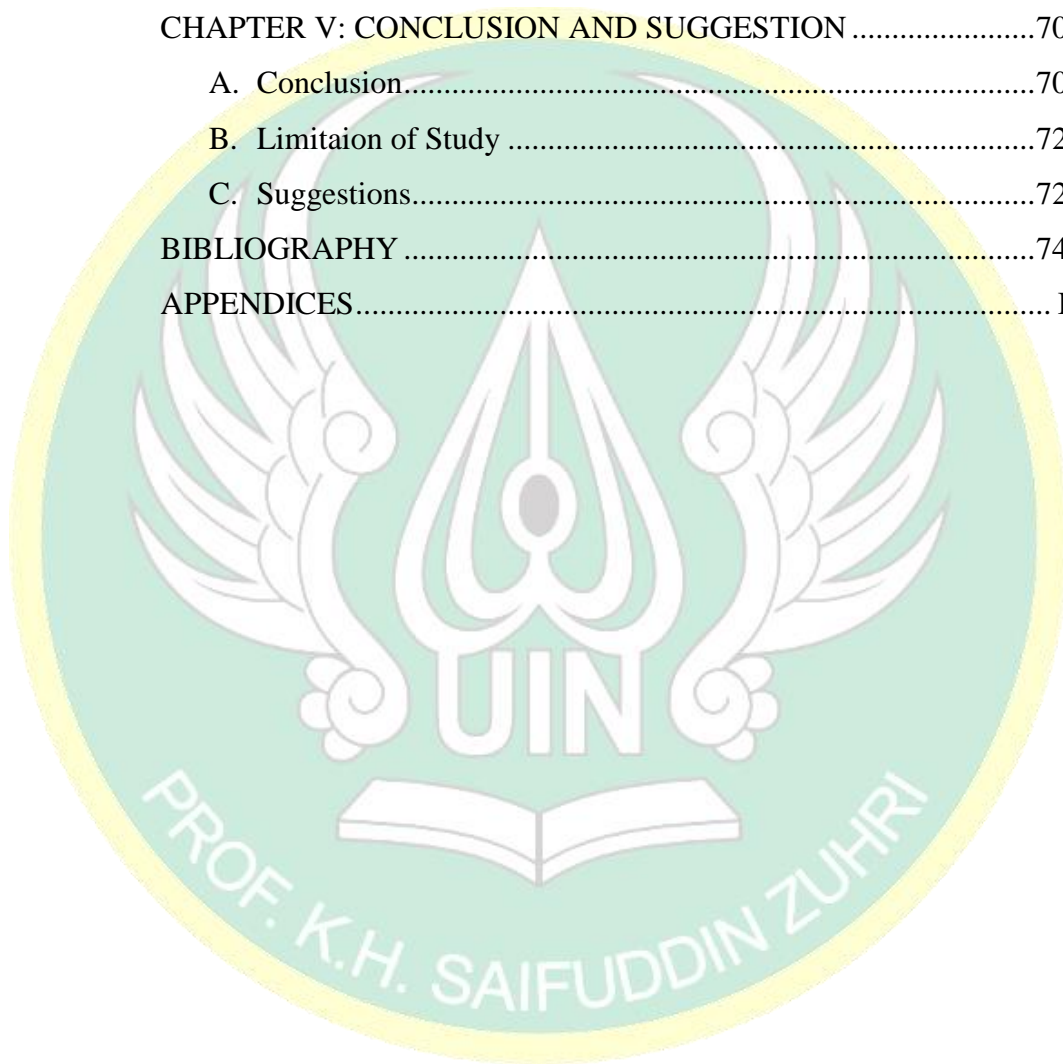
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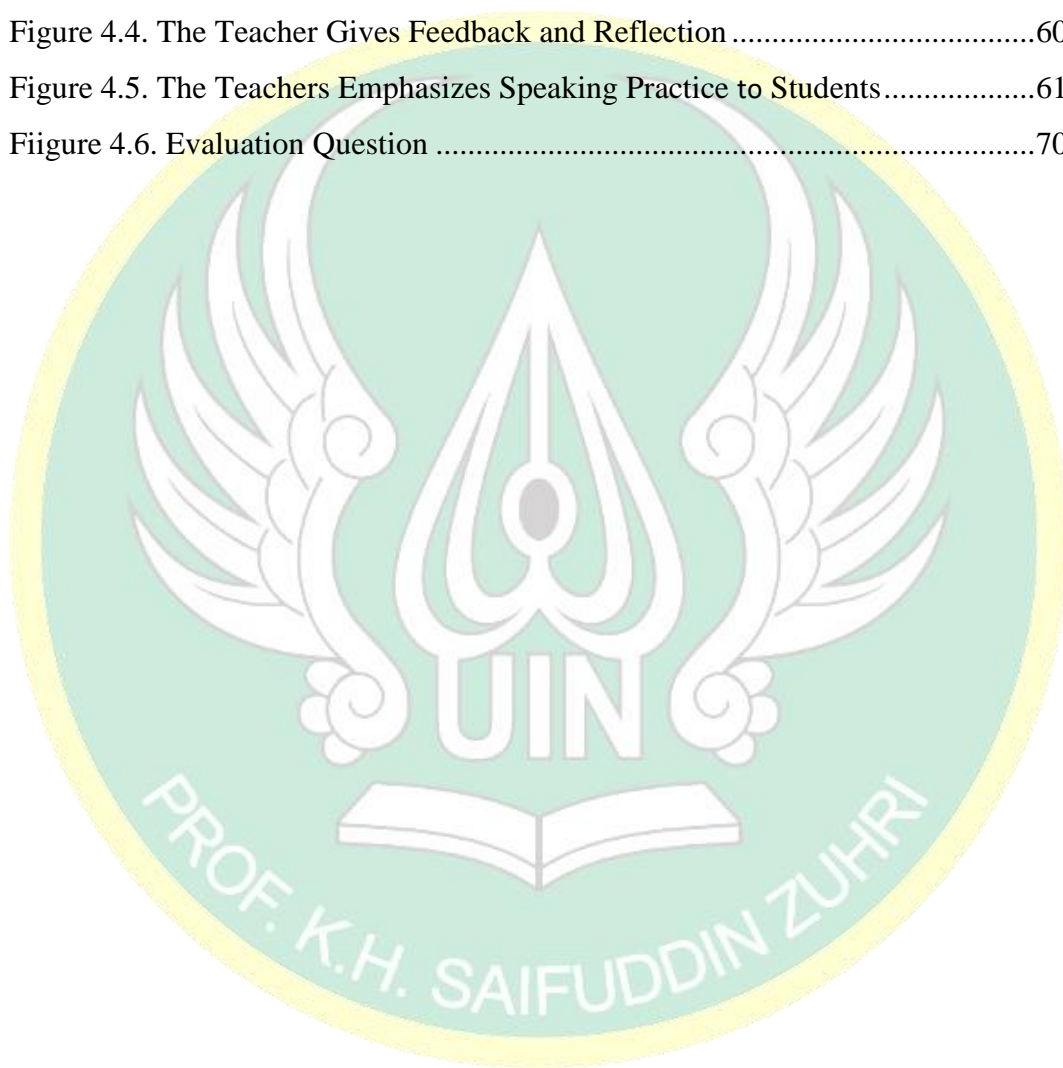
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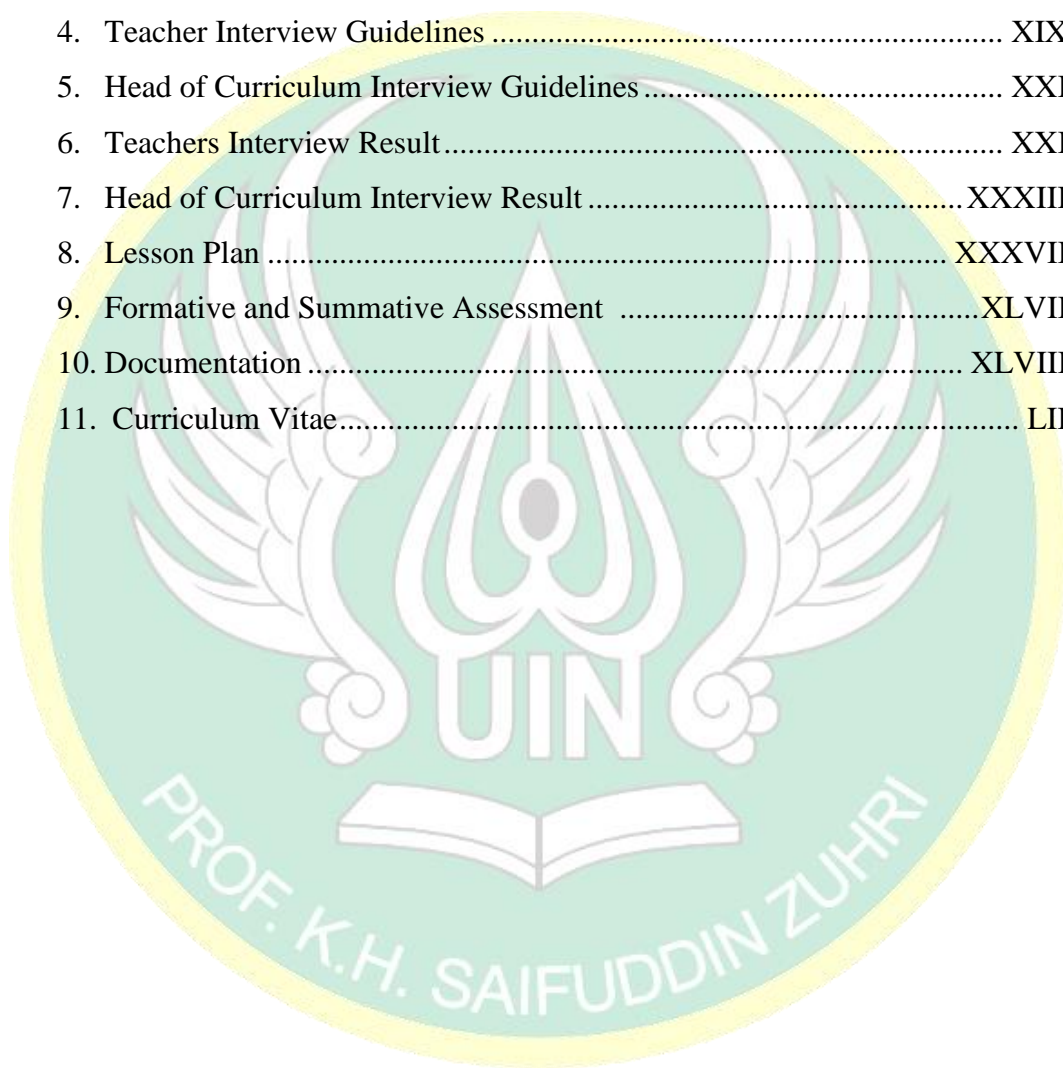
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CHAPTER I INTRODUCTION

This chapter consists of the background of the study, previous research, objectives of the problem, and the significance of the research.

A. Background of Study

In education, curriculum is one of the most important things because that is considered as a plan or design that is prepared to facilitate the teaching and learning process under the direction and responsibility of schools, educational institutions, and school teaching staff. According to S. Nasution & Hilda Taba cited by Hikmah argued before implementing the program, it must be planned and designed in advance so that the learning process carried out in school, which is systematically in accordance with the results of the design carried out and is a way to prepared the students to participate as productive members (Mariatul Hikmah, 2022). Meanwhile, in Indonesia, the implementation of the curriculum has undergone changes and improvements; there have been at least 10 curriculum changes since independence in learning styles and models. Starting in 1947, the curriculum as a learning design until now has been "*Merdeka Belajar*", which is currently under discussion (Sumarsih et al., 2022)

Merdeka Belajar, launched by the Ministry of Education, Culture, Research, and Technology under the instruction of Nadiem Anwar Makarim, added the fact that in less than 10 years, Indonesia has updated the curriculum three times. The changes made from time to time are a response and a challenge to improve education in Indonesia (Sugiri & Priatmoko, 2020). Therefore, with the existence of the *Merdeka Belajar* curriculum with different strategies and learning models, it hoped that students in Indonesia would prepare themselves as students who have good potential in academic and non-academic areas.

In addition, the *Merdeka Belajar* Curriculum program aims to bring revolutionary changes in every aspect of education. Teachers allowed providing opportunities for students to develop according to the freedom and individualism of students who have differences from each other. The learning process will look livelier and can be done not only in the classroom but anywhere flexibly with the aim that students will be more free and able to communicate well. The aspect of speaking is also very influential and emphasized on students and teachers (Marisa, 2021)

Meanwhile, Nunan *et al.* in a book written by Bailey claimed that if proper speaking practice carried out in the classroom, speaking can increase learners' overall enthusiasm and create a lively and comfortable environment in the English classroom, and speaking also helps with other language skills. Recent research has shown that oral engagement plays an important role in learners' language development (Bailey, 2003).

Based on this, speaking is also one of the reasons for the successful implementation of the *Merdeka Belajar* Curriculum in schools, because it creates a classroom atmosphere and students become active, innovative, have the freedom to ask questions and have opinions, and be independent, which can be organized by students (Rafiq et al., 2023).

In order to present an event or information correctly, schools should implement effective tactics that are in line with the *Merdeka Belajar* Curriculum and condition learning objectives, and then they should work to improve students' language and speaking. Therefore, Alfieri & Singaravelu cited by Rafiq et al., the implementation of the *Merdeka Belajar* curriculum, especially in the aspect of speaking, plays a very important role because there are many advantages in terms of activeness, students' ability to reason and think critically, and freedom of opinion and expression (Rafiq et al., 2023).

Based on preliminary research conducted at SMP Al Irsyad Al Islamiyyah Purwokerto, where previously the *Merdeka Belajar* curriculum that the government had sought only applied to grades 7th and 8th, in this

school grade 9th has implemented the curriculum. In addition, based on the result of interviews with 9th grade English teachers, their names are Mrs. W, and Mrs.T. They said that the *Merdeka Belajar* curriculum is a good curriculum because there is differentiated learning and students can do real-life situation on speaking material, which is why the teachers use the Pearson book for assessment but are adapted by the *Merdeka Belajar* curriculum. Besides that, the head of curriculum, Mrs. A, said that the implementation of *Merdeka Belajar* curriculum brought changes to teachers with differentiation learning and to students' talents and interests.

However, not all schools in Indonesia have fully implemented the *Merdeka Belajar* Curriculum as a composition of learning plans and design in their school. For example, in SMP Al Irsyad Al Islamiyyah Purwokerto, the learning design with *Merdeka Belajar* Curriculum has been implemented where this school has used technology as designed by the *Merdeka Belajar* curriculum as well as learning that cannot be separated from technology and the role of active student (speaking) in learning activities.

This 5.0 era requires a curriculum that can utilize technology as a learning medium to the fullest, and the *Merdeka Belajar* curriculum is one of the previous curricula that has met good standards (Haryati et al., 2022). In general, teachers strongly agree with the implementation of the *Merdeka Belajar* curriculum, especially in the speaking aspect of English learning. Because of this, teachers can make maximum learning changes in speaking students with various skills, strategies, and technologies used.

In previous study, (Tricahyati & Zaim, 2023) looked at how the implementation of *Merdeka Belajar* curriculum investigated the difficulties of English teachers to implement the curriculum in teaching English. This research titled "English Teachers' Readiness in Implementing of "*Merdeka Belajar*" Curriculum in Teaching English at Junior High School in Padang", the implementation of the *Merdeka Belajar* curriculum in teaching English carried out by teachers makes it easier for students and of course teachers in

teaching and learning. Besides that, teachers also given administrative facilities and freedom to design lessons based on lessons plans made by educators. However, with the implementation of the *Merdeka Belajar* curriculum, some teachers who contribute to the innovation process have difficulty accepting the changes. According to the study findings, the teachers has difficulty formulating learning outcomes, differentiated learning according to the characteristic and abilities of students, and inability to comprehend the fundamental frame work, inability to utilize electronic media such as laptops and projectors.

Meanwhile, in the implementation of strategies, learning techniques, and strategies, English teacher have met the standards by utilizing everything available to stimulate thoughts, feelings, and skills to make students at the school have good communication skill, especially speaking skills and good interaction (Parupalli Srinivas, 2019).

Based on the description above, it is interesting to know more about how the implementation of *Merdeka Belajar* curriculum by English teachers that different strategies and learning method. In order to fill the research gap, the researched conducted because it was interested in how teachers implemented the *Merdeka Belajar* curriculum in English lessons, especially in teaching speaking with the title *The Implementation of Merdeka Belajar Curriculum in Teaching Speaking to the Ninth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto.*

B. Clarification of Key Terms

The definition of key terms is very important to provide guidance for the research carried out. Related to the study, they are two key terms that can guide development of this study, they are:

1. The *Merdeka Belajar* Curriculum

The *Merdeka Belajar* Curriculum is a curriculum change where the learning design contains the learning flow, learning outcomes, and everything needed regarding learning. The *Merdeka Belajar* Curriculum is designed with the *Pelajar Pancasila* profile system, where students

are expected to be more active in learning activities, be able to create, innovate, develop according to their potential interest and talents, and be able to use technology as a learning medium (Rafiqa et al., 2023). In addition, the 5.0 era certainly requires technology, to facilitate learning activities, with a curriculum that supports the use of technology as a medium, especially in the field of education, so that students can improve their knowledge of technological advances and facilitate learning to run optimally (Haryati et al., 2022).

2. Teaching Speaking

Teaching speaking presents a significant challenge for educators, given that this is a skill that is utilized in everyday life (Bhutto et al., 2023). Teaching and learning activities cannot be separated from the communication process, which is the main factor in the running of the learning process. In English learning, mastering the ability to speak is the most important thing in English learning. The teacher, as a driving force, is required to have the ability to teach speaking clearly, fluently, and effectively in a language. This includes developing speaking skills in accordance with correct grammar, having a wide vocabulary, and correct pronunciation.

C. Research Questions

The research questions based on the background of the study that has been described, as follows:

1. How do the teachers implement the *Merdeka Belajar* curriculum to teach speaking for the ninth grade students of SMP Al Irsyad Al Islamiyyah Purwokerto?
2. What are the advantages and the process of implementing the *Merdeka Belajar* curriculum in teaching speaking to the ninth grade of SMP Al Irsyad Al Islamiyyah Purwokerto?

D. Aims and Significance of the Study

1. The aim of this study
 - a. To describe the process of implementation of the *Merdeka Belajar* curriculum in teaching speaking to the ninth-grade fo SMP Al Irsyad Al Islamiyyah Purwokerto.
 - b. To describe the advantages of the implementation of *Merdeka Belajar* curriculum as a benchmark in Teaching Speaking to the ninth-grade of SMP Al Irsyad Al Islamiyyah Purwokert

2. The significance of this study

This study's significance have several advantages are expected to contribute for academic field:

- a. Theoretical significance

This research useful to find out the extent to which the *Merdeka Belajar* Curriculum is able to apply the speaking skills approach to students and provide new understanding with the development of an innovative the *Merdeka Belajar* Curriculum and provide deeper insight into how teachers apply the *Merdeka Belajar* Curriculum in teaching speaking especially to students' speaking skills.

- b. Practical Significance

Practical significance of this study are:

- 1) For teachers

The result of this research discusses how the *Merdeka Belajar* Curriculum implemented in the learning process, especially in teaching speaking skills. Furthermore, it is necessary to know how to implement the *Merdeka Belajar* Curriculum in teaching speaking with innovative methods, approaches, and ways of teaching with a good arrangement of lesson plans as outlined the *Merdeka Belajar* Curriculum.

2) For researcher

The result of this research can be useful for researcher. Therefore, researcher can find out how to implement the *Merdeka Belajar* Curriculum in teaching and learning activities by using various innovations in these activities, where the teacher acts as the main mover and students play an active role in learning activities, develop more interests and talents, and are more creative in learning activities.

3) For the readers

The researcher expects the research will give information about implementation of *Merdeka Belajar* curriculum, especially in teaching speaking.

E. Organization of the Study

The structure of this study consists of five chapters. Each chapter explained different parts of the research as follow:

Chapter I begins with an introduction. This chapter define the background of the study, clarification of key terms, research questions, aims, and significances of the study, previous studies, and organization of the study.

Chapter II present the literature review of the problem and expected support of the implementation of *Merdeka Belajar* Curriculum in Teaching Speaking to the ninth grade of SMP Al Irsyad Al Islamiyyah Purwokerto.

Chapter III explains the research method. Which consists of the type of the research, data sources, technique of data collection, technique of data analysis and validity of data

Chapter IV reports the research findings, which consists of the result of the discussion of the analyzed data, such as the background of the problem, problem in teaching speaking, how teachers implement the *Merdeka Belajar* curriculum in teaching speaking from the theory

mentioned. The expected support factors in teaching speaking based on the lesson plan, and research limitation,

Chapter V discusses the conclusion of the research and suggestion further research to the topic.



CHAPTER II

LITERATURE REVIEW

This chapter explains about the theory related to this paper and the previous studies. The theory in this research are the important point from *Merdeka Belajar* curriculum and teaching speaking.

A. Theoretical Framework

1. *Merdeka Belajar* Curriculum

a. Definition of *Merdeka Belajar* Curriculum

The education system in Indonesia has undergone significant changes in the last decade. One important aspect of these changes is the curriculum. The curriculum in Indonesia dates back to 1947, and what has recently been a topic of discussion with the new curriculum, which is “*Merdeka Belajar*” curriculum (Sugiri & Priatmoko, 2020). However, as a country that continues to evolve in that world of education, Julaeha et al. argued that curriculum development periodically to adjust to changes in science and technology and the progress of the times (Julaeha et al., 2021).

In addition, in the 5.0 era where technology is increasingly advanced, the education system in Indonesia requires learning flows and objectives that use technology as a learning medium with the aim of increasing learning creativity with various methods. Furthermore, the implementation of the *Merdeka Belajar* Curriculum is a rearrangement in the education system in Indonesia which Yamin & Syahrir argued this statement is in order to support changes and progress in education so that it can adjust according to the changes and developments of the times (Yamin & Syahrir, 2020). Meanwhile, the Ministry of Education, Research, and Technology of the Republic Indonesia (*Kemendikbud* and *Ristek RI*), under the command of Nadiem Makarim in 2020, promoted a new curriculum,

namely the *Merdeka Belajar* Curriculum as a benchmark for learning plans (Febia Ghina Tsuraya et al., 2022; Marisa, 2021)

Kemendikbudristek (2022) argued that the *Merdeka Belajar* curriculum is one that includes a variety of intracurricular activities and improved material so that students have many chances to deepen their understanding and develop new skills (*Kemendikbudristek.*, 2022). Personalized instruction to each student's specifications and interests, teachers can select from a variety of teaching resources. This curriculum encourages learning to be flexible in order to accommodate students' interests and requirements.

According to BSNP (*Badan Standar Nasional Pendidikan*) the *Merdeka Belajar* Curriculum is a learning curriculum that refers to the concepts of interest and talent (Nurdyansyah et al., 2020; Safira et al., 2023). Furthermore, Jojor *et al.* argued that the *Merdeka Belajar* Curriculum focuses on the importance of coordinating learning and assessment as a learning cycle, especially formative assessment (Jojor & Sihotang, 2022). When the curriculum used as a benchmark in the implementation of education, educational practitioners from primary to tertiary levels can have reference information so that the implementation of education more directed (Syafi'i, 2023).

The *Merdeka Belajar* curriculum is a learning design that contains learning outcomes, learning paths, and learning materials. According to Suprpto argued that the *Merdeka Belajar* curriculum is a learning design that includes time allocations, learning tools, and aspects of the material. The *Merdeka Belajar* curriculum is a continuation of the emergency curriculum during the COVID-19 pandemic because, at the time education in Indonesia experienced a decline due to several teaching and learning activities in schools being temporarily stopped (Lathif & Suprpto, 2023). Furthermore, with the implementation of the *Merdeka Belajar* curriculum in

learning, students must play an active role in learning. In line with the opinion of Fuadi *et al.* cited by Rafiqa the basic principle of *Merdeka Belajar* is independence and freedom within the educational environment (Rafiqa *et al.*, 2023).

Basically, this is in line with the opinion of Abidah *et al.* who claimed that the *Merdeka Belajar* curriculum where students are free to argue, learn casually, area not stressed by learning, can innovate and create according to their individualists, and calmly follow the learning (Abidah *et al.*, 2020). Meanwhile, in the *Merdeka Belajar* curriculum, learning to trust the teacher is the most important element of freedom, in the sense done easily. A sense of comfort in the learning environment allows teachers and students to discuss more casually than just listening to teacher's explanation.

Therefore, to achieve this goal, teachers must fully master and understand the concept of the *Merdeka Belajar* curriculum program, develop various resource teaching materials, media, and learning tools, and use various digital platforms to meet learning needs that are in line with the requirements of the independent learning curriculum (Wicaksana & Rachman, 2018). However, unlike the 2013 curriculum, the *Merdeka Belajar* curriculum based on the concept of freedom of learning, which means that schools, teachers, and students have this freedom, starting with the teacher as the driving force (Silaswati, 2022).

Based on this, the *Merdeka Belajar* curriculum creates a rotating learning plan where changes occur with significance. In addition, Abidah *et al.* argued that the goal of the *Merdeka Belajar* Curriculum is to improve formal education in all aspects. According to teachers, children have the freedom to study in a way that best suits their individual needs. Because each person is unique and has potential that differs from others' (Abidah *et al.*, 2020).

The teacher's role is to support and facilitate learning in an enjoyable and stress-free situation by concentrating on enhancing each student's innate abilities. Encourage kids to study a scientific subject beyond their area of interest and aptitude to prevent forcing them to memorize information. Every student has a portfolio as an outcome. It assumed that if students have the freedom to learn, they would feel at ease and that learning will become enjoyable. Students will also be able to learn themselves and autonomously (Wahyuningsari et al., 2022).

b. Implementation of the *Merdeka Belajar* Curriculum

The implementation of the *Merdeka Belajar* curriculum comprises several crucial stages that facilitate the achievement of effective teaching objectives. The objective of this study is to examine the effectiveness of the *Merdeka Belajar* curriculum in schools. This decision is consistent with the guidance set out in Minister of Education, Culture, Research, and Technology No.56/M/2022 concerning the implementation of *Merdeka Belajar* curriculum at the primary, secondary, and high school in education levels in the context of resumption of academic pursuits (Kepmendikbudristekdikti, 2022) The research methodology involves a comprehensive examination of the curriculum from the pre-implementation stage, through its implementation, to the evaluation of learning outcomes (Cholilah et al., 2023). The following stage summarizes as follows:

1. Pre-implementation

The curriculum are prepared before teaching in classroom. The planning is based on the objectives of the curriculum, with the intention of enhancing the effectiveness of the learning experience (Cholilah et al., 2023). Pre-implementation of the *Merdeka Belajar*

curriculum, including: the creation of teaching modules, development media, and other preparations.

2. While-implementation

The curriculum, which has been developed, is then implemented during the teaching process. In this activity, it was adjusted to the needs and objectives of the teaching process. However, when implementing the *Merdeka Belajar* curriculum, effective strategies are employed, with students positioned at the center of the learning process (Cholilah et al., 2023).

3. Evaluation

This stage is conducted to ascertain the extent to which the implemented curriculum has achieved the specified learning objectives. The result of the evaluation may be derived from tests, such as formative and summative, which have been designed to determine the results achieved by students (Cholilah et al., 2023; Kartowagiran, 2013).

c. Type of *Merdeka Belajar* Curriculum

The *Merdeka Belajar* curriculum has a type for each achievement. This *Merdeka Belajar* curriculum has three types that need to know, including:

1) *Mandiri Belajar* Curriculum

This type of curriculum offers freedom of learning, whether carried out by teachers or students, and allows schools to carry out independent learning by being free to innovate and creatively prioritize teachers as the main figure in independent learning. According to Sihombing *et al.* argued that teachers also have awareness and willingness as teachers who have pedagogical and professional competencies where teachers prioritize the

development of students to be as maximized as possible in the learning process (Sihombing et al., 2021).

According to Wardana et al. cited by Safira that the application of the *Merdeka Belajar* curriculum who claimed that the *Merdeka Belajar* curriculum is *Mandiri Belajar* cannot be separated from the 2013 curriculum (Safira et al., 2023). Some lesson plan structures still refer to the curriculum in improving numeracy and literacy, strengthening character education in students, and other principles in the *Merdeka Belajar* curriculum. Another opinion regarding the *Merdeka Belajar* curriculum is that curriculum that provides a variety of learning themes with assistance from media in the form of videos, literacy books, and teaching materials that are improved by teachers according to students' interest and talents (Rizka & Pamungkas, 2023).

2) *Mandiri Berubah* Curriculum

The second type of curriculum is the implementation of the curriculum in schools, where the school has completely changed the previous curriculum to the *Merdeka Belajar* curriculum. Therefore, the curriculum is *Merdeka Berubah* curriculum when the school has fully utilized the *Merdeka Belajar* curriculum platform that provided as reference material for learning plans, starting from learning outcomes, assessment-learning objectives, and other that already cover all the needs of learning activities that benchmarked on the *Merdeka Belajar* curriculum. The teaching tools that have been provided for PAUD levels are grade I and IV SD/MI, grade VII SMP/MTs, and SMA/MA Class X (Inayati, 2022)

3) *Mandiri Berbagi* Curriculum

The type of *Merdeka Belajar* Curriculum has three types for its implementation, so the third type is a *Merdeka Belajar*

Curriculum is *Mandiri Berbagi* Curriculum. However, this application is not much different from other types of curriculum; it is just that in the type of *Mandiri Berbagi* curriculum, according to Syahrir cited by Rizka et al. argued that the lesson plan is made independently of all teaching tools by the school to determine the desired learning according to its objectives (Rizka & Pamungkas, 2023).

d. The Aim of *Merdeka Belajar* Curriculum

The curriculum in Indonesia, which has a very fast turnover rate, cannot be separated from its goal of wanting education in Indonesia to be better than before. Therefore, the *Merdeka Belajar* curriculum also has its own objectives to improve the learning plan system; among others, the *Merdeka Belajar* curriculum aims to restore the education crisis in Indonesia caused by COVID19 (Nugraha, 2022).

Based on this, caused the education unit to conduct an evaluation to improve education that had previously experienced a decline. Various strategies have been carried out by the Ministry of Education and Culture to restore existing education by previously using the emergency curriculum that was carried out during the pandemic as input for the implementation of the *Merdeka Belajar* Curriculum (Nugraha, 2022)

The *Merdeka Belajar* curriculum, Sihombing *et al.* cited by Rafiq et al. argued that the program also aims to bring about revolutionary changes in every aspect of learning system. Therefore, educators are also allowed to be more flexible in educating; this will provide opportunities for students to develop according to their interest and talents according to their individuality (Rafiq et al., 2023).

In addition, the *Merdeka Belajar* curriculum also emphasize that the learning process not only carried out in the classroom but anywhere that supports the learning process. Meanwhile, Marisa argued that the emphasis on the learning process is to shape the character of students carried out by educators to students so that they are able to communicate with environment properly (Rafiq et al., 2023).

Another goal of the *Merdeka Belajar* curriculum is to provide quality education, not requiring a minimum exit score, so that it can produce competent students. Meanwhile, another opinion regarding the objectives of the *Merdeka Belajar* curriculum put forward by *Dikdasmen* argued that the purpose of the *Merdeka Belajar* curriculum is to optimize the spread of the education in Indonesia with a variety of intracurricular or extracurricular learning (Inayati, 2022; Wicaksana & Rachman, 2018)

e. Characteristic of *Merdeka Belajar* Curriculum

The curriculum that is the benchmark for learning in Indonesia, especially the *Merdeka Belajar* curriculum, has characteristics to focus on for better education. The main characteristics of the *Merdeka Belajar* curriculum that support learning during recovery include; 1) project-based learning to develop soft skills and personality according to the *Pelajar Pancasila* Profile. 2) competency-based, namely focusing on important content to ensure adequate time for in-depth learning such as learning basic skills, namely reading, writing, counting, and others. 3) teacher flexibility in implementing differentiated learning according to students' abilities and adjusting to the context and local content (Wiguna & Tristaningrat, 2022)

Furthermore, for further information regarding the characteristics of the *Merdeka Belajar* curriculum, consider the following:

1) Project Based Learning is line with the *Pelajar Pancasila* Profile

The *Pelajar Pancasila* profile seeks to improve the quality of education in Indonesia by prioritizing character development. In the current era of globalization and technological progress, the role of value and character education is indispensable to balancing technological development and human development (Sumarsih et al., 2022)

Increasing the visibility of *Pelajar Pancasila* is the development of character and skills in daily life that instilled in individual students through school culture and learning at school and outside the school. The project to increase the visibility of the *Pelajar Pancasila* profile is focused on culture (Sumarsih et al., 2022).

Besides that, the *Pelajar Pancasila* profile identified through various factors such as school culture, education methods, and extracurricular activities. Furthermore, each student can participate in programs that emphasize personal growth and skills. *Pelajar Pancasila* initiatives focused on learning and environmental interaction. Therefore, these activities also aim to promote students' interests and talents (Sumarsih et al., 2022)

In the *Merdeka Belajar* curriculum that implements the *Pelajar Pancasila* profile, it hoped that students will be able to develop character, therefore realizing a good attitude embedded in them. However, the *Pelajar Pancasila* profile in the 4.0 or 5.0 era is not only focused on factual or empirical abilities but also on attitudes and behaviors according to identity (Setiyaningsih & Wiryanto, 2022).

The learning process, especially in the area of speaking in the previous curriculum, still uses traditional methods, as Jela *et al.* cited by Afendi stated that learning media are still very rarely used (Utari & Afendi, 2022). However, the previously described

explanation emphasized how learning environments changed in terms of methodology and the educational process, especially when teaching and speaking are involved. According Sabon *et al*, that the required learning strategy, a project-based learning context is appropriate for students' critical thinking in teaching speaking (Sabon et al., 2022).

According to Marsidin et al. project-based, learning customized to the needs of *Pancasila Pelajar* profile by incorporate specific characteristic. These include the cultivation of critical thinking skills, the encouragement of collaborative work, and the optimization of learning resources (Nurhayati et al., 2022)

2) Competency-based Learning

Competency based learning in the *Merdeka Belajar* Curriculum are based on effectiveness. This focus tailored to important, relevant, and in-depth material so that learners have sufficient time to develop creativity and innovation to achieve basic competencies. The curriculum focuses on improving literacy and numeracy skills (Wicaksana & Rachman, 2018).

In addition, *Merdeka Belajar* Curriculum must also strengthen differentiated learning according to the learning outcomes of students. The learning referred to in this achievements is between intracurricular and extracurricular learning by strengthening the profile of *Pelajar Pancasila* profile such as the benchmarks of the *Merdeka Belajar* Curriculum (Wiguna & Tristaningrat, 2022)

The teacher as the main mover of this learning activity, must certainly know the percentage of lesson hours both intracurricular and extracurricular. It aims to organize the allocation of learning flexible and to achieve predetermined learning objectives, both in routine intracurricular and regular extracurricular learning that

apply to the *Pelajar Pancasila* profile (Wiguna & Tristaningrat, 2022).

Based on competence-based learning, which emphasized learning skills, it requires benchmarking criteria to ensure that the teaching and learning process in the area of speaking is in line with its objectives.

Therefore, several characteristic also need to apply to the implement of the *Merdeka Belajar* curriculum in teaching speaking. The characteristic include:

- a. The approach is learned-centered, with a strong focus on mastering competencies and achieving specific learning objectives.
- b. Emphasis on performance, and we tailor our approach to meet the individual needs of each learner.
- c. Using a number of interactive methods, such as approaches, to guarantee that our students are actively engaged in the learning process.
- d. Instruction function more as facilitators, providing guidance and support to help learners achieve their goal.
- e. Provide immediate feedback to our learners, and we use modules to help them track their progress.
- f. The approach emphasizes learning through practice in the field, and assessment criteria are based on benchmark references (Wicaksana & Rachman, 2018).

3) Flexibility in Learning

The *Merdeka Belajar* curriculum, which is the benchmark for learning emphasize that the teacher's role as the driving force in this curriculum still based on the interests and talents of students. However, this flexibility, which is characteristics of the Aditya claimed the *Merdeka Belajar* curriculum, means that teachers carry out learning activities with a relevant learning

approach method and design challenging learning experience, and to achieve student targets, they can use different methods and unite with the content of the *Merdeka Belajar* curriculum (Sulistyani et al., 2022). In implementing the *Merdeka Belajar* curriculum, the teacher as the driving force, also has the main role in managing all learning administration.

Meanwhile, Daga cited by Sufendi et al. argues that in implementing the *Merdeka Belajar* curriculum, teachers have an important role and given the freedom to compile learning material, study guide textbooks, and learning content according to the needs of students (Sufendi et al., 2023).

The *Merdeka Belajar* curriculum incorporates differentiated learning as a feature, which includes differentiated teaching in speaking. This approach allows for tailoring instruction to students' abilities, interest, talents, and individual needs, reducing frustration and the feeling of failure during the learning process (Wahyuningsari et al., 2022).

In addition, the *Merdeka Belajar* curriculum focuses on content that is considered important so that the world of education, in this case teachers, can equip students with more in-depth learning basic skills, namely reading, writing, and arithmetic (Sulistyani et al., 2022).

f. The Advantages of *Merdeka Belajar* Curriculum

The change in the education curriculum in Indonesia has certainly considered all the objectives that evaluated previously. Therefore, curriculum changes also take into account some of the advantages and disadvantages that exist in the *Merdeka Belajar* curriculum compared to the previous curriculum (Lestari, 2023).

However, the *Merdeka Belajar* curriculum cannot be separated from this purpose, namely, the curriculum based on the *Pelajar Pancasila* profile. One of its advantages is that it makes students

more active, and students are free to be creative in learning both projects and non-project.

Meanwhile, Andini cited by Lestari argued that the advantage of the *Merdeka Belajar* Curriculum is that it is relevant and active project-based learning. This provides students with an opportunity to develop their potential and creativity in order to further develop their character and abilities in the *Pelajar Pancasila* profile (Lestari, 2023).

The next advantages is simple yet profound. The problem is that *Merdeka Belajar* curriculum focuses on essential materials and spends a lot of time on thorough study of basic student skills such as reading, writing, and arithmetic. This curriculum also makes the learning process easier, more fun, and definitely more meaningful. Furthermore, the advantages of the *Merdeka Belajar* Curriculum is simpler and deeper, because it focuses on important material and the development of student competencies in the field (Lestari, 2023).

Secondly, it is more independent where students do not have a program and the teacher teaches according to the abilities and developmental levels of students, which interpreted in the concept of the *Merdeka Belajar* Curriculum. Teachers have the flexibility and more freedom to achieve the development of students (Hidayat, 2023).

To develop curriculum and learning according to their characteristic, school have similar powers according to the educators and learner units. However, it cannot be separated from the concept of the *Pelajar Pancasila* profile in the *Merdeka Belajar* curriculum, which has more relevant and interactive advantages because this curriculum is more focused on learning activities in the form of projects that provide opportunities for students to be more active and explore actual activities (Sulistiyani et al., 2022).

In addition, another advantages of the *Merdeka Belajar* curriculum lies in technology. With the implementation of the *Merdeka Belajar* curriculum, this curriculum cannot separated from the use of technology as a learning medium. Therefore, with the use of technology in the learning process, it will make students more innovative and creative towards learning, both in content creation and others, which will not make them feel technology illiterate (Lestari, 2023).

The *Merdeka Belajar* curriculum has advantages and disadvantages. One of the weaknesses that needs to consider is the absence of adequate preparation. The Ministry of Education, Culture's, Research and Technology introduced this curriculum in 2021 on the grounds that the new curriculum has not yet been fully developed (Lestari, 2023).

According to Mulyadi cited by Lestari et al., more comprehensive studies and assessment needed to improve the effectiveness and accuracy of implementation. Due to the lack of planning and organization of this curriculum system, there is a lack of discussion about improving the quality of education in Indonesia (Lestari, 2023).

g. The Disadvantages of *Merdeka Belajar* Curriculum

The *Merdeka Belajar* curriculum is one that uses a lot of learning media, which some teachers have difficulty with when technology is not available and only books are used as a resource. Furthermore, the *Merdeka Belajar* curriculum will not lead to a planned education and teaching system. There are several challenges associated with implementing a standalone curriculum, which pose difficulties for both educators and learners. Teacher are limited to using only guides, and the curriculum lacks textbooks and complete learning resources for their own learning process (Lestari, 2023).

In addition, the shortcomings in the implementation of the *Merdeka Belajar* curriculum are the unavailability of electronic device and appropriate guidebooks or media that can be used by students in the process of implementing the *Merdeka Belajar*, such as some students who may not have laptops as a technological tool to support learning (Sijabat et al., 2023)..

Guidebooks as teaching materials are also not very adequate because in the *Merdeka Belajar* curriculum, which is classified has not fully launched teaching material books in accordance with the *Merdeka Belajar* curriculum, and teachers must make teaching modules personally. In addition, with the implementation of the *Merdeka Belajar* curriculum application, teachers rarely exercise direct control over students in carrying out the learning process properly because, although the teacher is the driving force, in the *Merdeka Belajar* curriculum, students are the individuals who are most required to be active in learning (Sijabat et al., 2023).

2. Teaching Speaking

a. Definition of Teaching Speaking

Speaking is an important point in communication activities, expressing, exchanging ideas by using language, or expressing something through utterance. According to Nunan, the ability to produce systematic oral speech and vocalization to convey meaning is a useful skill in achieving speech. Speaking through systematic oral speech are a valuable contribution to the linguistics development of speech (David Nunan, 2003).

Meanwhile, Hymes argued the teaching of speaking has become a central issue in foreign language teaching (Hymes, 1996). The speaking is to improve the efficiency of communication. This means that all learners need to be able to understand themselves while making the most of their current knowledge. According to

Hymes cited by Haratono the teacher and students should to try avoid confusing with incorrect pronunciation, grammar, or vocabulary, and respect the social and culture rules that apply to all communication situations (Haratono, 2012)

Speaking is the heart of communication, and to become fluent, learners need to practice speaking everywhere and the teacher must be teaching for the students and other (Guthrie, 1988). In addition, Harmer cited by Mart argued that speaking has many different meanings from a communication point of view. It includes the use of vocabulary, grammar, and correct pronunciation practiced through controlled and guided activities (Mart, 2012)

Speaking fluency considered the ability to continue to speak spontaneously using communication knowledge, which in line with Bygate claimed that speaking ability also emphasizes language skills and the ability to use this knowledge for effective communication. Language knowledge and the ability to use are considered two fundamental elements of effective communication (Douglas & Kim, 2015).

However, cultural differences can have an impact on the success of teaching of language in the classroom. Teaching speaking in the classroom requires a great deal of effort, especially in large classes with a variety of different backgrounds and cultures. Teaching speaking is an approach or process used to help students develop their oral speaking and abilities (Bhutto et al., 2023).

In addition, the process of teaching speaking involves several things, including strategies, techniques, and activities that are arranged to help students gain effective speaking skills, such as conversation practice, public speaking practice, intonation practice, and several other activities that support students' speaking (Jeremy Harmer, 1990).

b. Purpose of Teaching Speaking

Teaching activities certainly have goals that need to be achieved, especially in speaking. Teaching speaking also has goals that become important. The purpose of teaching speaking is to develop students' ability to communicate effectively and fluently (Malavika & Muthukrishnan, 2021).

Speaking enable individuals to ask questions, provide information, express their ideas, and interact with others with confidence. Teaching speaking can make a huge difference to a students' confidence and ability, and it is considered the most important of the four language skills for effective communication in the global world (Malavika & Muthukrishnan, 2021).

However, in today's world, teaching speaking is necessary to develop students' communication skills, as this approach is essential for students to learn how to express themselves and comply with social and cultural norms in all communication contexts (Batang, 2016).

Teaching speaking skills is one of the four English skills that must be mastered and taught, because the importance of speaking skills for students to survive in a competitive global world. Therefore, as an English teacher, it is necessary to teach various speaking techniques and choose simple materials in order to create students who have an interest in learning speaking (Malavika & Muthukrishnan, 2021).

However, it denied that teaching speaking is very important because, by teaching speaking it will provide several advantages to speaking skills, including:

- 1) Participate actively in pair or group activities in the classroom.
- 2) Deliver memorable first speeches on various occasions.
- 3) actively participate in debates and group discussions.
- 4) Develop learners' critical thinking.
- 5) To receive higher education abroad.
- 6)

Promotion of internal product. 7) To make life abroad simpler and easier. 8) Get better employment opportunities around the world. 9) Use interact effectively. 10) Do well in the interview. 11) To gain more knowledge. 12) Travelling to foreign countries. 13) Doing good international business. 14) Obtained a high status in society. 15) to make a presentation for any purpose 16) Communicate effectively with others. 17) To increase personal income. 18) To increase credibility of the speaker. 19) Learn and interact with the people and the various cultures the world. 20) Improve the overall development of the speaker's personality (Malavika & Muthukrishnan, 2021) .

c. Speaking Assessment Indicator

The implementation of the *Merdeka Belajar* curriculum aims to enhance education in Indonesia, with one of its objectives being the improvement of learning assessment. According to Stiggins, emphasize the crucial role of assessment in teaching and its impact on students' success (Proust & Stiggins, 2002).

In addition, Inbar-Lourie that while assessment often used interchangeably with testing, the two terms are not always identical. The term 'testing' refers to procedures used to measure skills or abilities, while 'assessment' is the broader process of obtained information to evaluate student learning or skills and make necessary changes (Inbar-Lourie, 2008). It is important to maintain a clear and logical structure when discussing these concepts, avoiding complex terminology and ornamental language. Additionally, it is crucial to use precise word choice and adhere to grammatical correctness. The improved text must closely resemble the original content without introducing new element (Stiggins, 1991).

Meanwhile, Weir et al. cited by Issacs et al., argued that speaking has always played a crucial role in shaping English proficiency. They suggest that sophisticated classroom-based

assessment tools make it easier to evaluate speaking skills over time. This is because speaking skills are known to be vulnerable to changes in English language teaching approaches (Isaacs, 2017).

Bachman stated that current commercial tests with a verbal proficiency component are impractical for large-scale speaking assessments that simulate test takers' actual oral communication needs and provide reliable assessments. Therefore, he noted that these tests represent different approaches, and there is an unavoidable trade-off between reliability and objectivity. And the other hand, Bachman also give statement emphasizes the need for practical and reliable assessments that accurately reflect test takers' communication abilities (Bachman & Palmer, 1996).

According to Mertler, students should be assessed comprehensively using assessment methods rather than individual criteria. Assessments are typically used when immediate completion is required (Mertler, 2000). In formative assessment, especially when it is difficult to assess students' performance against multiple criteria, the use of these assessments can be helpful in quickly assessing students' work. The use of summative assessments can save time, but they may not provide specific recommendations for improvement and may be an obstacle to the evaluation of student work across levels (Ulker, 2017).

The *Merdeka Belajar* curriculum employs two types of student assessment: formative and summative. According to Bennett, formative assessment is generally divided into two categories: those who see it as a testing toll and those who regard it as an integral part of the test (Bennett, 2011b). This first group, mostly composed of test developers, view formative assessment as a diagnostic tool or test that teachers use to prepare summative tests. The second group, comprised to teachers and researchers, argues

that formative assessment is a process and should not be simply viewed as an instrument (Bennett, 2011b).

Meanwhile, Harlen explains that summative assessment is a process that takes place at the end of different periods. Such as annual, semester, or yearly assessments, to evaluate the skills and knowledge acquired by students. The use of quizzes, written work, and standardized tests is prevalent in assessment methods, particularly when used to evaluate student learning towards the end of a learning period (Harlen, 2005). The assessment carried out may differ based on the research theme and aim.

Based on the framework used to develop it, the list of the most suitable criteria should be determined. According to Knight, there are several criteria for speaking assessment that teachers can use to determine which criteria best fit their needs, including (Knight, 1992):

- 1) Grammar

Grammar is one of the most frequently applied elements in grading learners speaking abilities. It is typically defined as a set of rules by which language is generated or a set of rules used to combine sentences. Meanwhile, Gleason et al., also claimed that grammar is a set of principles that investigates the forms and structures of sentences that can be employed in a language (Gleason, 1972).

Students are also graded on the variety of grammar they employ in their oral performance, which shows the quantity of grammatical rules and how accurately or correctly they can apply them. The comprehensibility of the speech is affected by adhering to grammatical norms; hence, this is a major factor in communication quality. However, communication involves more than just adhering to the rules of grammar; there is a false belief that understanding grammar principles and being able to

apply them in speech equates to mastering the language (Ulker, 2017).

Therefore, besides the fact that grammar is an important part of speaking, teachers and learners must understand it because the key system of language is grammar. By knowing about grammar for speaking aimed at students and teaching skills for speaking aimed at teachers, it will create the ability and use of speaking language that is effective and easy to understand.

2) Vocabulary

According to Schmitt et al., vocabulary is a critical language ability, but it receives less attention in both instruction and assessment. The same testing pillars that apply to other skills assessment should also apply to vocabulary assessments; accuracy, dependently, functionality, wash back, integrity, accountability, and confidence. Several well-known instruments, such as TOEFL and IELTS, examine the quality and variety of a student's vocabulary during speaking exams, similar to written assessment scale (Meyer & Schmitt, 2002).

Meanwhile, Folse adds vocabulary as one of four criteria on which a student is tested in a particularly teacher-friendly speaking assessment system and then searches for range in his vocabulary area, as well as the effect that words have on meaning and the right and proper word choice in speaking (Folse Keith, 2008).

Another frequently implemented criterion for evaluating the ability of learners to talk is vocabulary, which is defined as the quantity, variety, and reliability for example selecting appropriate phrases and types of words based on the specific context of words used in a given subject. However, assessing vocabulary correctness without considering in sociolinguistics

appropriateness of words choices, for example; variant or dialect, style, jargon, etc. can be insufficient (Ulker, 2017).

3) Pronunciation

Speaking activities involve teaching grammar, vocabulary, and pronunciation. Teachers must ensure students correct pronunciation, intonation, and volume. Speech plays a crucial role in self-image, and pronunciation is essential for language assessment. However, comparing learners' pronunciation to that of native speakers can lead to misunderstanding (Isaacs, 2016).

Mastering many components of pronunciation, including individual sounds, stress, rhythm, intonation, and assimilation, is necessary. This makes it difficult to establish a universal standard. Therefore, teachers should focus on the primary characteristic of English pronunciation comprehension first (Ulker, 2017).

4) Fluency

The next indicator is fluency, many speaking rating scales include descriptions of vocabulary use, and at the highest levels, and these frequently discuss being to explain oneself precisely and presenting evidence of one lexicon's richness. This can be crucial when attempting to communicate in-depth information or in professional settings (Ulker, 2017).

Nevertheless, Read argued that the use of simple and ordinary terms in everyday conversation demands advanced speaking skills, which has also been used as an indicator. However, speaking assessments present challenging issues related to fluency. This may be due to the fact that fluency has many definitions from different perspectives (John Read, 2000).

The strictest definition consists of only a few qualities, generally stopping, hesitation, and speech tempo, while the broadest application is almost the same as "speaking

proficiency”. Additionally, definitions that pertain to technology is the person who can speak five languages fluently (Isaacs, 2016).

Basically, in teaching speaking to students, teachers must also provide an evaluation to determine the extent of the skills that have been taught, because it will provide an overview of whether students in speaking experience doubts in conveying or receiving messages (Qizi & Gayratovna, 2021).

d. The Principles of Teaching Speaking

Based on the four factors mentioned above, teachers should adhere to certain principles when teaching English, both inside and outside the classroom. These principles include, the first principle of Penny is that motivation is necessary for learning to happen. This is the most important factor in determining a student’s ability to communicate (Ur, 1981).

According to Nunan motivation is a combination of effort and desire to achieve educational goals with a positive attitude toward language learning. Focusing on linguistic assessments or grammar explanations, teachers should give their motivated students as many opportunities as they can for practicing the target language in authentic contexts and situation. This will help all students develop the language (David Nunan, 2003).

However, in order to foster student satisfaction and enthusiasm in the English classroom, especially in speaking, there are several principles that teachers should apply to students, including:

- 1) Firstly, teachers should use their instincts or experience, depending on their qualifications, to select interesting topics that capture students’ attention and provide inspiration. It is important to develop productive skills outside of a meaningful context. According to Green cited by Thituyetanh, explains that unreal

contexts cannot help students engage in real-life activities such as work and academic environments (Thituyetanh, 2015).

- 2) Secondly, teachers can generate interest in the topic by discussing it and conveying enthusiasm. This allows students to express their ideas meaningfully, and the teacher can incorporate their prior knowledge into the lesson (Thituyetanh, 2015). Additionally, Harmer suggests that teachers can ask guiding questions before the activity and provide necessary information without repeating what students already know to create stronger motivation (Jeremy Harmer, 1990).
- 3) Third, fostering a calm, worry-free environment can boost motivation and benefit timid and weak students. This can be accomplished, according to Harmer, through several kinds of exercises, including games for guessing, speaking practice with pairs or group prior to speaking in public, and teacher-supervised speaking exercises that involve drills, repetition, and memory (Jeremy Harmer, 1990). Teachers can urge students to take chances and concentrate on the learning objective if they are afraid of making mistakes while studying.
- 4) Lastly, teachers should indicate an appropriate level of difficulty that is neither too challenging nor too easy, allowing students to become accustomed to the learning content to implement. Teachers should use real-world activities to provide meaningful instruction, allowing students to relate to the material and engage in discussion (Thituyetanh, 2015).

e. Approaches in Teaching Speaking

Approaches to teaching speaking, specifically speaking skills, refer to the strategies or methods that teachers use to instruct students in oral communication. To assist the students in enhancing their ability to speak, a variety of instructional strategies are employed. The selection of an oral teaching approach depends on the learning

objectives and the characteristics of the students. Therefore, there are several different approaches to conversation teaching, including:

1) Communicative Approach

The communication-based approach is one method for teaching speaking in the classroom. In additionally method of communicative approach is a language learning method that focuses on communicative tasks and functions.

According to Brown the basic principles of the communicative approach are:

- a) it focuses on all elements of communicative competence
- b) It aims to encourage students to use language for meaningful purposes
- c) Fluency and accuracy are considered complementary principles based on technological communication techniques
- d) Students must eventually use the language in contexts they have never used before
- e) Students are given the opportunity to focus on their own learning process
- f) The teacher acts as a coordinator and guide for students (Frazier & Brown, 2001).

The communicative approach references the needs of the students and the function of the language making language function the main reference for each learning unit instead of grammar. Teaching and learning in this approach based on active students learning also known as student centered learning (SCL).

2) Task-Based Approach

Task-based language teaching is an approach that offers students opportunities to use the target language through tasks. Tasks provide the main context and focus for learning,

facilitating language use in a way that mirrors real-life situations (Aliakbari & Jamalvandi, 2010).

According to Ellis, as students progress and become more proficient in completing tasks, they are encouraged to expand their language resources. As a derivative of CLT and task-based approach, task-based language teaching creates optimal conditions for learning a second or foreign language and dealing with realistic situations (Ellis, 2003).

McDonough and Chaikiti Mongkolo conducted an experimental study of task-based courses and found that they encourage learners to be more independent and meet their academic needs in the real world (McDonough, 2007).

The first basis for this justification is what they call 'ecological'. In essence, it is believed that the most effective way to promote learning is to design classroom tasks that closely resemble the real-life tasks that learners will encounter or perform (Aliakbari & Jamalvandi, 2010).

3) Content-Based Instruction

The use of a content-based approach to teaching speaking is an advancement in the current development of English for Specific Purpose (ESP). Contextual materials tailored to the needs of individual students are closely associated with the content-based approach. According to Corrales and Maloof, learning content-based does not involve learning grammar like most English studies. Instead, it requires students to master appropriate language structures (Corrales & Maloof, 2009).

Based on the characteristics outlined above, Crandall et al. provide another definition of the content-based approach, stating that it is an approach to English language learning that integrates language use into a content-filled second or foreign language learning context, enabling students to communicate ideas that

correspond to specific subject content (Crandall & Tucker, 1990).

According to Richards cited by Klee et al., explains that the content should be relevant to students' need and interesting. Additionally, it may cover topics related to EFL attitudes and second or foreign language teaching goals (Klee et al., 1986).

4) Interactive Approach

In this environment, interactive approach to learning activities that provide opportunities for growth are important. Brown argued which emphasizes the importance of interaction in communication. Students learn from their teachers and classmates, improve language skills, cognitive skills, social skills, organize skills, and develop logical thinking (Frazier & Brown, 2001).

Interactive teaching approach include various methods such as question-based include various methods such as question-based learning, active learning, collaboration learning, project based learning, problem based learning, and others that also include techniques (Frazier & Brown, 2001).

B. Previous Studies

Many studies of the implementation of *Merdeka Belajar* curriculum in teaching and learning English have carried in the past. In accomplishing the research which are concerned with this research, the implementation of *Merdeka Belajar* curriculum in teaching English.

The first, research was conducted by (Ramadhoni, 2023), student of English education department IAIN Ponorogo. Conducted the research on "The Implementation of English Teaching-Learning in the Context of the *Merdeka Belajar* Curriculum at the Seventh Grade of Madrasah Tsanawiyah Negeri 3 Ponorogo". This research aims to find out the lesson plan of English subject in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo.

The author also intended to find out the process of implementing of English subject and find out the evaluation of English subject in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo. This study categorized as qualitative descriptive research with observation, interviews, and documentation as instrument to seventh of MTs students. The findings showed the *Pelajar Pancasila* profile provides facilities, learning model, objectives, assessment, meaningful understanding, trigger questions, learning activities, worksheets, enrichment, remedial, and descriptive text materials for English language interaction, focusing on school and home contexts.

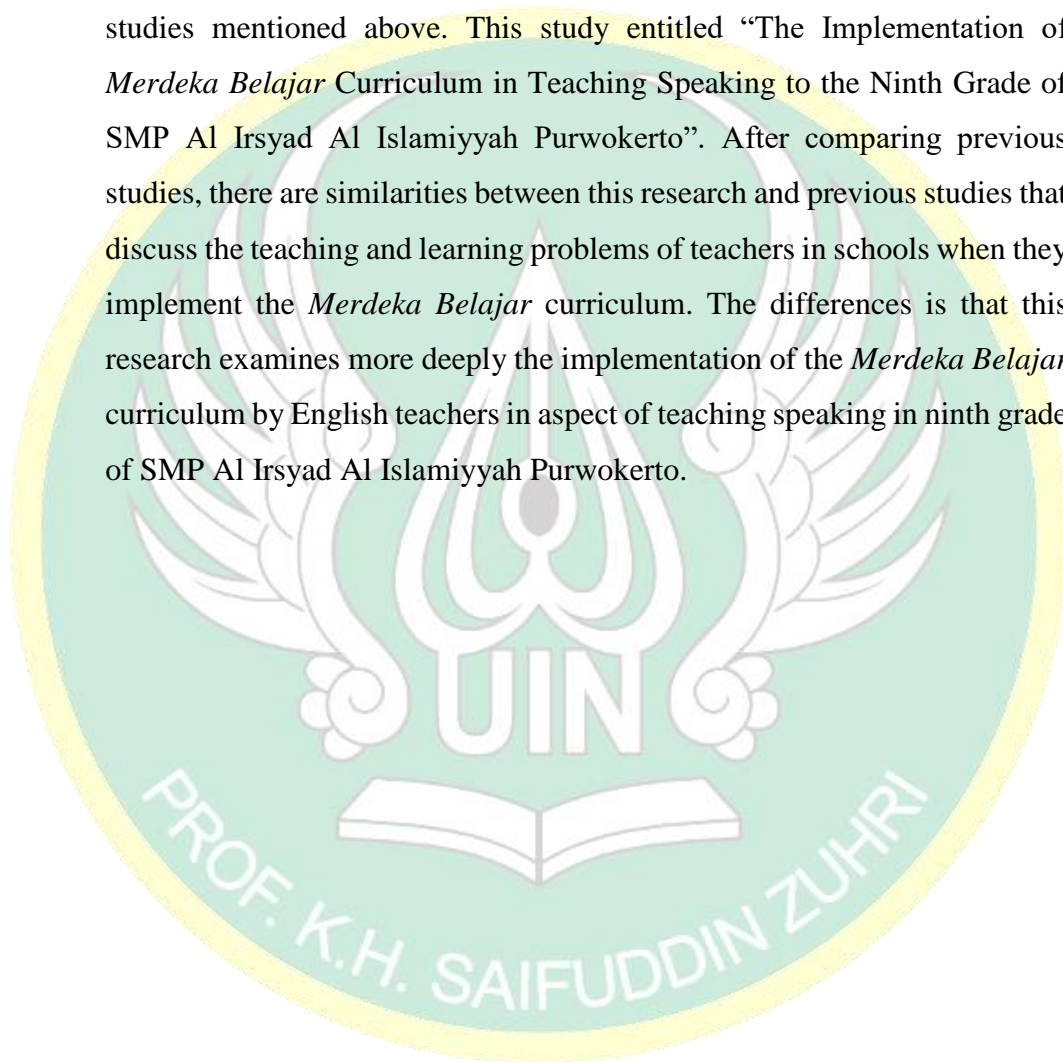
The second research conducted by (Arum Ambar Sari, 2023) title of relevant study is “The Implementation of Merdeka Curriculum in English Teaching Learning at the Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023”. The student of English Education Department, UIN Raden Mas Said Surakarta. This research indented to describe the implementation of *Merdeka* Curriculum in teaching and learning English and to find the problem during the implementation of the *Merdeka* curriculum in English teaching learning at the seventh grade of SMPIT Insan Mulia. She used qualitative descriptive which is considered to be appropriate to explore the findings. The data were collected using observation, interview, and documentation, the observation collected by observing in class and in-depth interviewing the seventh grade English teacher at SMPIT Insan Mulia Surakarta. The finding of this research showed in the seventh grade students at SMPIT Surakarta will begin using the *Merdeka Belajar* curriculum. However, the K-13 curriculum continues to apply to grades eight and nine. The implementation of this curriculum is in line with national educational standards, from process to assessment. The *Merdeka Belajar* curriculum also emphasize differentiated instruction, requiring teachers to provide diverse engaging materials based on students’ knowledge.

Third, the research was conducted by (Hidayat, 2023) with the title “Implementation of an Independent Learning Curriculum in Model Schools (Research in MAN 1 Garut Regency)”. The study aims to find out information about the implementation of the independent curriculum in the MAN Model. The method used in this study is a qualitative descriptive method, which describe the subject the situation, and data obtained during observations and questions. The finding of this study show that the implementation of the curriculum in the MAN model has implemented optimally and is ongoing, although, in this implementation, there are still many shortcomings and obstacle. There three elective skills are what the new students in Class X choose; there are automotive, fashion and electronic skill. Meanwhile, MAN 1 Garut is the only model Aliyah madrasah that implement the *Merdeka* curriculum in Garut Regency. The key to the success of implementing the curriculum in the MAN model is that the principal and teachers must have the willingness to make change.

Fourth, study was conducted by (Tricahyati & Zaim, 2023)entitled “English Teachers’ Readiness in Implementing of ‘*Merdeka Belajar*’ Curriculum in Teaching English at Junior High School in Padang”. This study aims to investigate teachers’ readiness, teachers’ commitment, and their correlation in implementing the 2013 curriculum. Teachers’ self-efficacy, motivation, and knowledge of the curriculum viewed as particularly indicative of their readiness. The research addressed to thirteen junior high school English teachers from eight piloting school (*Sekolah Penggerak*) in Padang. The data were collected using questionnaire by using open-ended questions and interview six teachers as the instrument and quantitative as a method. The finding of this research showed that, based on the in-depth interviews with several teachers, the implementation of the *Merdeka* curriculum presents challenges in making lesson plans, utilizing the scientific approach, and utilizing electronic media such as laptops, projectors and the challenge due to differentiated learning based on

students' characteristics and abilities. Therefore, teachers must fully recognize to adapt the learning process accordingly.

The previous studies above show that teachers face problem with in teaching either English or not without the new curriculum changes namely Merdeka Belajar curriculum during teaching and learning activities. However, this study has similarities and differences with the previous studies mentioned above. This study entitled "The Implementation of *Merdeka Belajar* Curriculum in Teaching Speaking to the Ninth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto". After comparing previous studies, there are similarities between this research and previous studies that discuss the teaching and learning problems of teachers in schools when they implement the *Merdeka Belajar* curriculum. The differences is that this research examines more deeply the implementation of the *Merdeka Belajar* curriculum by English teachers in aspect of teaching speaking in ninth grade of SMP Al Irsyad Al Islamiyyah Purwokerto.



CHAPTER III

METHODOLOGY

This chapter presents the description of the research method. It focuses on the method used in conducting this study, which covers the type of the research, data sources, technique of data collection, technique of data analysis, and validity of data.

A. Type of The Research

The purpose of this research were to describe and analyze the phenomena, events, social activities, of the implementation of *Merdeka Belajar* curriculum in teaching speaking. This research applies a descriptive-qualitative approach to answer the research questions. The writer believed that qualitative research has the best method for investigating how do teachers implementing the *Merdeka Belajar* Curriculum at SMP Al Irsyad Al Islamiyyah Purwokerto. The writer used descriptive qualitative research because the research explored the data descriptively and the presentation of the findings was in the form of words. If descriptive studies are well formulated, they can contribute as well to important result (Elo et al., 2014).

In other term, qualitative is a research method that looks more at the quality of an object and occurs because of changes is viewing something that is singular and concrete (Dr. H. Zuchri Abdussamad, S.I.K., 2021). According to Hammarberg, qualitative methods used to understand experiences, meanings, and perspective from the participant's perspective. Techniques include small-group discussions, semi-structured interviews, in-depth interviews, and text analysis to gather information on a specific topic, from a personal perspective (Hammarberg et al., 2016).

The study's difficulties are undoubtedly substantial; therefore, it is necessary to look closely at them in order to assess their importance. Qualitative research aims to provide in-depth insight into a phenomenon rather than generalize it to a population (Creswell, 2012).

Through qualitative data collection, the writer can gather detailed information to understand a phenomenon from the participants' perspective. However, the reason for choosing this project is that the purpose of this research is to gain an in-depth understanding of the problem.

Research on The Implementation of *Merdeka Belajar* Curriculum in Teaching Speaking to the Ninth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto is relevant to qualitative research method because the criteria of qualitative research and in term can be observation, interview, and document study of the participant subject. In addition, the data will be more natural, the description of the data does not need to use numbers, the data analyzed inductively, and the authenticity of the results will be very important in qualitative research.

B. Data Sources

1. Location of the Research

The research took place in SMP Al Irsyad Al Islamiyyah Purwokerto. This school was chosen based on several reasons, as follows:

- a. SMP AL Irsyad Al Islamiyyah Purwokerto, is school whose teachers implement the *Merdeka Belajar* curriculum in teaching speaking.
- b. The teachers has well experieced in implement *Merdeka Belajar* curriculum in learning activity

Which is located on Jl. Prof. Dr. Soeharso, Arcawinangun, East Purwokerto, and Central Java. This research schedule from January-May 2024, for English teachers and Head of curriculum at SMP Al Irsyad Al Islamiyyah Purwokerto.

2. Subject of the Research

The research participants' involves the three teachers, which are two English teachers of ninth grade who have teaching English at SMP Al Irsyad Al Islamiyyah, and the head of curriculum in SMP Al Irsyad Al

Islamiyyah Purwokerto. The aims of taking this respondent as a research subject because the first subject, she has 13 years of teaching experience in boarding schools, both in high schools and junior high schools levels. For the second subject, she was an English teacher who has 9 years of teaching experience in this school. The third teacher is the head of curriculum, who has an understanding of the implementation of the curriculum in the school. The head of curriculum was chosen because she was a teacher before becoming curriculum director and has been curriculum director for 5 years. So, that they could accurately explain the answers to the questions when interviewed.

3. Object of the Research

The object of this research is the process of teaching speaking in which *Merdeka Belajar* Curriculum is implemented at the ninth grade of SMP Al Irsyad Al Islamiyyah Purwokerto and the opinions of English teachers and head of curriculum regarding the implementation of the *Merdeka Belajar* curriculum in teaching speaking at SMP Al Irsyad Al Islamiyyah Purwokerto are the object of this research.

C. Techniques of Data Collections

The data collection method is a strategy or approach that the researchers might employ to collect the data under study. In this research observation, interview, and documentation conducted with participants who are relevant to the focus of the research, namely English teachers and Head of curriculum. The following is the explanation:

a. Observation

Observation is a data collection technique that carried out systematically. Furthermore, this method used in combination with the implementation process. The processes carried out during observation include observing, recording, and documenting, and this method is ideal for recording process-based activities (Purnomo, 2011). The instrument used for observation were field notes and observation checklist. Field

notes used to write everything that happened during the teaching and learning activity from the opening to the closing. The observations were conducted two times on 16 March 2024 and 19 March 2024.

Table 3.1 the Statement Framework of the Study

No	Statement	Yes	No
1	Cultivation of critical thinking skills		
2	Collaboration work in group		
3	Optimization of learning resource		
4	Focus on learning and emphasized on performance		
5	Instruction function more as facilitator		
6	Provide immediate feedback to our learners		
7	The approach emphasizes through practice		
8	Compile learning material		
9	Learning content according to the needs of student		
10	Teachers carry out learning activities with relevant learning		
11	Design challenging learning experience		
12	Achieve student target of speaking aspect		
13	Managing all learning administration, especially in speaking		

Adapted by (Lestari, 2023; Rachmawati et al., 2022; Utari & Afendi, 2022; Wahyuningsari et al., 2022; Wicaksana & Rachman, 2018)

b. Interview

An interview is a communication activity carried out by conversation aimed at obtaining information, or it can be interpreted as a data collection technique carried out by giving and asking questions between the researcher and the object under study. Interviews were used

to collect additional information about how teachers are implementing the curriculum and to verify observed data. According to Fontana cited by Halldén stated that interviews are not a neutral data-gathering instrument but rather an active interaction between the researcher and respondents that involves two or more people in order to obtain context-based answers (Halldén et al., 2007). The interviews were semi-structured and targeted three teachers, which is 9th grade SMP English teachers and head of curriculum at SMP Al Irsyad Al Isamiyyah Purwokerto.

In conducting the interview, the writer recorded the interview process using an audio recorder with the respondent's permission. The researcher will ensure the confidentiality of the respondent's identity. The interviews were conducted individually with the main questions in a non-formal setting to avoid influencing the respondents' beliefs and conclusions. Furthermore, the researcher conducted face-to-face interviews four times.

The next step is listening the recording several times in order to explore the interviewer's words and thoughts. The interviewer conducts follow-up interviews to clarify, check the validity of, or further explore the insights, opinions, and experiences of the respondents (Groenewald, 2004). The result of the interviews then transcribed before analyzed by sorting them into data, supporting data, and non-data.

c. Documentation

This method is a documentation method, where researchers used the notes, teaching materials, lesson plans, guidebook, and other for the documentation study. In this case, the documents produced may pertain to participants or those who have undergone those relevant experiences. The written documents may include both oral and visual documents, as specified (Polkinghorne, 2005). This method is to obtain documentation of the research Implementation the *Merdeka Belajar* curriculum is not

too difficult to do because researchers can get documentation from relevant sources and maintain its authenticity.

D. Technique of Data Analysis

This is very important and significant component of the data analysis phase. By employing strategies like those suggested by Miles and Huberman, data analysis is a continuous process of arranging data that is done from the start of the study to the finish (Milles & Huberman, 2014):

a. Data Reduction,

Data reduction is a form of data analysis to draw conclusion that verified by sharpening, sorting, discarding and organizing data in such a manner (Novtian & Yavani, 2023). Summarizing or selecting important information from notes taken during observations, interviews, and document reviews known as analysis. This process is crucial, as it requires intelligence and a broad and deep understanding to draw meaningful conclusions. Data obtained through observations, interviews, and documentations reviews collected and selected to draw conclusions without compromising the authenticity of the data.

b. Data Display,

Data display is the process of presenting data involves displaying the entire set of data in an easily readable format. The goal of this process is to make the data easily accessible to the reader. This can be achieved through a concise description accompanied by a clear and understandable visual representation (Dr. H. Zuchri Abdussamad, S.I.K., 2021). The data describe how the teacher implements the *Merdeka Belajar* curriculum to teaching speaking at SMP Al Irsyad Al Islamiyyah Purwokerto.

c. Conclusion

The information gathered is arranged and evaluated to reveal its significance. However, it is important to note that the conclusions drawn from this data and analyzing the result of the research. It becomes easier to identify the problems in implementing the *Merdeka Belajar* curriculum for teaching speaking at SMP Al Irsyad Al Islamiyyah Purwokerto.

E. Validity of Data

Technique for determining data validity used the qualitative research. Examining the validity of research data is the first step in conducting qualitative research. In educational research, triangulation used to increase the credibility and validity of the results. Triangulation is a data collection technique that combine various existing methods and sources, such as observation, interview, and document review (Dr. H. Zuchri Abdussamad, S.I.K., 2021). Triangulation is credibility test is interpreted as checking data from various sources in various ways, such as triangulation of source, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation (Thurmond, 2001). This process aims to determine the trustworthiness, validity, and reliability of the data as well as to reach a conclusion. In order to facilitate triangulation of analysis, the researcher check the transcripts (member checking) to ensure the result presented were correct based on their experience in conducting cross-case analysis and comparing and contrasting the cases in this study. Finally, using a descriptive-qualitative approach, the result of data reduction, data display, and triangulation are described in the form of words, phrases, and sentences.

CHAPTER IV

FINDINGS AND DISCUSSION

After the collection of data from observation, interview, and documentation, the data obtained from the implementation of Merdeka *Belajar* curriculum in teaching of speaking to the ninth grade students divided into 2 categories: the implementation of the *Merdeka Belajar* curriculum in the teaching of speaking and the advantages of implementing of *Merdeka Belajar* curriculum in the teaching of speaking.

In class IX, especially in the teaching of speaking, these observations made four time. The researchers did not participate in the teaching and learning process. As a result, the researcher only observed the teaching process from the back of the classroom. Mrs. W, Mrs. T, and Mrs. A, two of whom were grade ninth English teachers and one of whom was the curriculum deputy, participated in the interviews. The research had completed in May 2024. The researcher analyze the result based on observations and interviews. The following paragraphs provide:

A. The Implementation of *Merdeka Belajar* Curriculum in Teaching Speaking Ninth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto

The Indonesian education system dependent on the curriculum, which is develop in accordance with the needs of the contemporary era and the latest technological advances. the Ministry of Education, Research, and Technology Republik Indonesia promoted a new curriculum as a benchmark for learning plan, namely *Merdeka Belajar* curriculum (Febia Ghina Tsuraya et al., 2022). A select number of educational institutions, including SMP Al Irsyad Al Islamiyyah Purwokerto, have incorporated this curriculum into their programs due to its perceived merits. This line consistent with the findings of an interview with English teachers:

Mrs. W: "from my personal view, the concept of Merdeka Belajar curriculum is very good. Then the most prominent is related to differentiate learning."

Mrs. T: “it’s good, it’s more contextual. Which for apperception and eve assessment is expected. Because students have to deal with real-life situations”

In addition, the head of curriculum, who is responsible for the school curriculum, also agreed with this. This line consistent with the findings of an interview with head of curriculum:

Mrs. A: “I think the concept is good, because Merdeka is how students are changed, and teachers also have changes related to differentiation, all of which will be returned to the talents and interests of students”.

The findings of the interview indicate that the implementation of the *Merdeka Belajar* curriculum has resulted in a number of notable changes, including an emphasis on flexible learning and an approach based on differentiated material from the teacher. This approach aligns with the goals of the curriculum, which are promote student engagement, encourage, critical thinking, and facilitate the development of students’ talents and interest (Hadi et al., 2023; Rachmawati et al., 2022). The implementation of *Merdeka Belajar* curriculum in teaching speaking discussed in this section. This is how the teachers implemented the *Merdeka Belajar* curriculum.

1. The Preparation Stage

a. Planning the lesson for Teaching Speaking

Based on the result of the interview conducted with Mrs. W and Mrs. T, as the English teachers and Mrs. A as a head of curriculum at SMP Al Irsyad Al Islamiyyah Purwokerto during preliminary research on October 28, 2023 it is necessary to know that for teaching, especially in teaching speaking, the teachers has implemented the *Merdeka Belajar* curriculum as a benchmark for making teaching modules with different types from the previous curriculum. According to the findings of the interview, the teacher said:

Mrs. W: “if the teaching module we make ourselves with a team of English teachers with a format from the foundation, we develop ourselves starting from identity of the module to the assessment with

reference to the book “Golden Experience A2+” where learning steps are adopted by the Merdeka Belajar curriculum”

Furthermore, in SMP Al Irsyad Al Islamiyyah Purwokerto, there is also a forum or associated that coordinates the development of the curriculum, as elucidated by the head of curriculum in aforementioned interview:

Mrs. A: “in Al Irsyad we have the KKG and the Curriculum Bureau in LPP. The curriculum Bureau facilitates coordination, as the Merdeka Belajar curriculum is phase D. the objective is to be able to implement a continuous process”

The statement above indicates that the selection of teaching modules for use in the teaching process is an important aspect of teaching. Furthermore, the types of teaching modules included in the *Merdeka Belajar* curriculum are diverse, which allows educational units to select and implement one of three levels options (Nasution et al., 2023), the teacher said:

Mrs. T: “our curriculum follows Mandiri Berbagi, Merdeka’s own teaching modules. Apart from the government, we see examples from foundations that have their own standards. The basics are the same; only the format is equalized to make it easier for the foundation to check the module”

According to the result of the interview above, it can be concluded that the *Merdeka Belajar* curriculum with *Mandiri Berbagi* is effectively applied in making teaching modules because teachers can develop their own teaching tools according to their teaching needs (Inayati, 2022). In addition, one of the teachers who is the head of the curriculum also added:

Mrs. A: “for Al Irsyad Mandiri Berbagi, the reason is that the third one has been adapted to our culture, seen from the entry hours, so it cannot copy what is in the government”

In phase D, or grade 9, all materials compiled in the teaching modules tailored to the needs of students. The lesson plan includes initial competencies, the *Pelajar Pancasila* profile, student targets, learning models used, learning objectives, the flow of learning objectives,

assessment, learning activities, student's worksheet, enrichment and remedial, students and teacher reflections, and student speaking materials grammar section.

However, some teachers find it challenging to prepare lesson plans because of the change from the prior curriculum, the *Merdeka Belajar* curriculum platform still has limitations when it comes to creating modules; instead of being a teaching tools, this curriculum should be a learning companion for instructors. They just need to hunt for more specific technique ideas (Susilowati, 2022).

Considering the aforementioned factors, educational establishments are essential in helping teachers by offering possibilities for training that will improve their competence, especially when it comes to putting the recently implemented *Merdeka Belajar* curriculum into practice. Although the specific programs implemented at each school have differentiation, most are designed to meet the educational needs associated with the implementation of new program (Michael Neuschatz, 2008). This is in line with the transcript of interview teachers said:

Mrs. T: "the difficulty is more in KKTP; the relationship between KKTP and the rubric must be really detailed and subjective, and we are also looking for ideas for methods to dare to speak"

Mrs. W: "at the beginning, I learned that the module was very thick. Although there were many pages in the school, we were always facilitated to manage the administration, starting from prota prosem to teaching modules, and there were teacher training activities"

However, training is conducted face-to-face to provide understanding and delivery of information and theory so that teachers are able to apply the *Merdeka Belajar* curriculum, which is a new curriculum, when teaching well because teachers have a great influence on students (Alimuddin, 2023). This is in line with the transcript of interview head of curriculum said:

Mrs. A: "the name also changes the paradigm from old to new. The first is that students must be able to know what is contextual, because

it will greatly affect the method of a teacher's teaching based on contextual experiences”

Based on the above statement, it is very important for teachers to understand the learning needs of students. The result of classroom observations show that the implementation of the *Merdeka Belajar* curriculum in teaching speaking materials requires a screen and video to attract students' interests and needs.

b. Choosing the Media for teaching Speaking

Teaching speaking with a benchmark on the *Merdeka Belajar* curriculum, educational technology provides teaching teachers with the ability to control and design education by using several tools, such as screen readers, software, and other tools used to assist teachers in accessing learning material (Fitriah Handayani, Dadang Muhammad Hasyim, Wiwid Suryono, Sutrisno, Sutrisno, 2023). After conducting classroom observations, several types' tools and LSM or platforms has shown to support the learning process such as audio, power point, and video. This is in line with the transcript of interview teachers said:

Mrs. W: “I think yes, picture, video, audio, the most we apply is picture, video and games. Currently, the focus is on learning styles, they can perform in front of digital, with digital making it easier for them to keep doing activities”

The head of curriculum espouses the view that media and technology can facilitate teachers in their pedagogical endeavors, as evidence by the interview:

Mrs. A: “I think, one of the primary sources of supports is technology. When I observe the students, I found them to be highly enthusiastic, particularly when viewing content on YouTube and other online platforms”

In this study, teachers employed a variety of media of facilitate the teaching of speaking skills, including videos, images, e-books published by Pearson Education, which already provides its Learning Management System (LSM), YouTube videos, and others. Additionally, teachers

developed games as teaching media, incorporating innovation and modifying them before using them for teaching purposes

The result of the analysis of the pre-implementation of the *Merdeka Belajar* curriculum in teaching speaking revealed that teachers employed a number of preparatory strategies, including the creation of teaching modules, the development media to convey material, the provision of material, and the delivery of clear instructions. In this process, teachers focused on preparing to teach face-to-face but still prepared a number of devices, such as laptops, the internet, and projectors, as teaching media.

2. The Implementation Stage

In implementing the *Merdeka Belajar* curriculum in teaching speaking, after planning to teach from making modules to media preparation and reflection, there are several things that must be done in implementing the *Merdeka Belajar* curriculum, such as approaches, strategies, evaluation, and challenge's faced in implementing the *Merdeka Belajar* curriculum (Rafiq et al., 2023). In *Merdeka Belajar* curriculum implementation, learning in teaching of speaking completed by teachers with teaching activities in the classroom. The explanation as follows:

The implementation of teaching speaking instruction at SMP Al Irsyad Al Islamiyyah Purwokerto conducted within the confines of the classroom. The result indicate that the teaching activities conducted by the teachers during classroom sessions divided into three distinct phases: the opening, the main activity, and the closing. The explanation is as follow:

Table 4.1. The Statement Framework of the Study

No	Aspek that were observed	Percent		Note
		Yes	No	
1	Cultivation of critical thinking skills	✓		- Menganalisis bentuk ireguler dan regular verb pada kata
2	Collaboration work in group	✓		- Guru membagi kelas menjadi kelompok besar dan menjadi 5 kelompok kecil
3	Optimization of learning resource	✓		- Pemanfaatan e-book dari pearson education sebagai buku pegangan guru untuk mengajar dan hard book sebagai buku siswa.
4	Focus on learning and emphasized on performance	✓		- Pengulangan formative test jika pada aspek speaking siswa belum tuntas.
5	Instruction function more as facilitator	✓		- Guru memberika instruksi kepada siswa utuk meulis di papan
6	Provide immediate feedback to our learners	✓		- Guru memberikan feedback secara langsung ketika melakukan Q&A
7	The approach emphasizes through practice	✓		- Sebelum speaking didepan kelas, siswa diberi waktu untuk berlatih terlebih dahulu
8	Compile learning material	✓		- Guru menyiapkan materi yang telah dipilih sesuai degan materi hari itu
9	Learning content according to the needs of student	✓		- Guru menyediakan materi yang sesuai dengan kebutuhan siswa pada materi speaking
10	Teachers carry out learning activities with relevant learning	✓		- Guru memberikan kebebasan dalam tugas sesuai minat siswa khususnya pada project speaking
11	Design challenging learning experience	✓		- Guru mengajak siswa untuk berdialog
12	Achieve student target of speaking aspect	✓		- Siswa mampu berdiskusi dengan teman

				menggunakan Bahasa Inggris
13	Managing all learning administration, especially in speaking	✓		- Guru merancang kurikulum prota, prosem, dan menyiapkan materi yang sudah ditetapkan

Adapted by (Lestari, 2023; Rachmawati et al., 2022; Utari & Afendi, 2022; Wahyuningsari et al., 2022; Wicaksana & Rachman, 2018)

a. Cultivation of critical thinking skills

In this stage, the teacher arrives at the classroom to deliver a lesson based on the material prepared in the grammar unit, with the theme “Getting Away”, and speaking unit with the theme “Activity Life”. Based on the observation conducted on March 16, 2024, the lesson commenced with a prayer and greetings. In the initial four observations, the teacher initiated the lesson by engaging in an apperception activity with the students. This is common practice among teachers and can be described as an ice-breaking activity. This is consistent with Puteri's assertion that apperception activities employed by teachers to establish an atmosphere and attract students' attention, thereby facilitating focus on the forthcoming lesson. Apperception in the form of ice-breaking can be conducted at any time, whether at the commencement of the lesson or during its core (Puteri, 2018)

Subsequently, the teacher gave a question to the students related to the material to be discussed. During this process, the teacher encouraged students to reflect on the questions posed by the teacher, such as “have you ever visited Mecca?” Students then engaged in a verbal and face-to-face discussion with the teacher, affirming their responses. After the opinions collected, it became evident that some students have provided incorrect responses with respect to the grammatical arrangement of the answers. The teacher then proceeded to provide an explanation to justify the responses. This aligns with the assertion by Cornbleet & Carter that

speaking is an interactive activity carried out in person, involving direct responses and conversation (Cornbleet & Carter, 2001).

Furthermore, some question and answers activities during the teaching process to attract students' interest in learning also carried out in other classes. As evidence by the result of observations on March 16, 2024 with the subject is "Present Perfect Tense", in which the teachers collected answers in the form of opinions from each students' answer to the question that given previously.

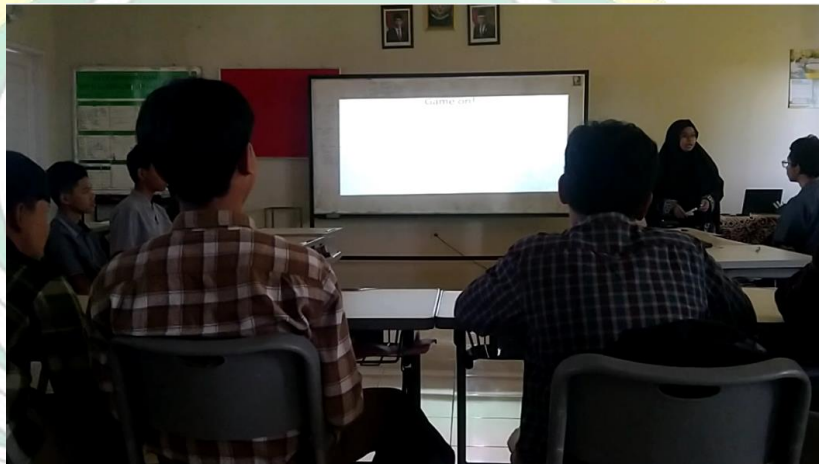


Figure 4.1 The teacher conducts Q&A with students

From the picture 4.1 above, it concluded that while the teacher is the driving force in teaching the learning process, the students remain the center of the teaching process, where they have to achieve the student goals in accordance with the learning outcomes that have been determined in the flow of learning objectives. The teacher has prepared the material to teach, so that the teacher does not need any new material in the classroom because enough media used to support the teaching process. In addition, teachers only need to develop existing material when it delivered to students.

b. Collaboration work in group

In the process of teaching speaking, the teacher uses several methods such as lecture, discussion, group work, presentation, and student-

center. With one of the methods used, namely group work, the teacher will more easily assess the activity of each student. This is consistent with one of the note from the interview with the English teacher:

Mrs. T: “when we work in groups, we make a main point, and then I go around and look at the activity as a process value when the group is presenting, practicing, or maybe roleplaying”

On the other hand, the second teacher is also of the opinion that the method used also based on learning with groups, according to the excerpt from the interview with English teacher said:

Mrs. W: “...speaking-specific groups will be divided according to learning style, with paired groups, of course...”

In addition to the various method employed by teachers in the delivery of material when teaching speaking with any unit directly, a number of approaches also used. These approaches tailored to the needs of students. In *Merdeka Belajar* curriculum, when the teacher teaches, the objective is to facilitate learning that is aligned with the students' personality, perspectives, talent, interest, and needs in learning (Sumarsih et al., 2022; Wicaksana & Rachman, 2018).

However, there are alternative methodologies employed by teachers when instructing their students. These methods align with the *Merdeka Belajar* curriculum, which utilizes projects. This entails assigning students the task of producing a specific product or outcome. This project-based learning approach align with the criteria set forth in the *Merdeka Belajar* curriculum, which are to enhance students' interpersonal and communication abilities (Wiguna & Tristaningrat, 2022).

Meanwhile, in the third and fourth observations conducted on March 19, 2024, in addition to employing projects as a teaching approach, the teacher divided the students into small groups in class 9, one of which was class 9 J. This approach used in teaching speaking and is called a cooperative approach. As an illustrative case, when the students

considered the present perfect tense, during which students in each group engage in describing a sentence and each student describe one vocabulary item from one sentence, implicitly assuming that the other group will answer correctly in relation to the clue describe by that group.



Figure 4.2 the Students Work in Group

From the figure 4.2 above, observations above, the concluded are that teachers in teaching must be able to attract students' attention. Starting from apperception with ice breaking to make the class more interesting and students more interested in learning, and choosing various methods and approaches in teaching, such as lecture, discussions, and cooperative approaches, so that students are also more enjoying and happy participating in learning activities (Ali, 2021; Puteri, 2018).

c. Optimization of learning resource

Learning resources serve as the primary source of information for both educators and students. During the development of educational materials, teachers have autonomy and responsibility to choose the source. This observation demonstrates that teachers utilize reliable textbooks and e-books linked to the LSM to provide students with

pertinent learning materials. Students also able to select the source of educational resources that will support their learning activities during this in term in period (Ferdaus & Novita, 2023).

Teaching English, especially speaking, by the result of observation on March, 16-19 2024 in grade ninth, has a special book that used as a teaching resource. The resources used, such as e-books and hard books as a teacher's handbooks and student's books, from Pearson Education. All learning processes for teaching as well as the materials and assessments used completely taken from the book. According to Daga cited by Sufendi et al., argued that the teacher can compile the learning material, then modifies based on the *Merdeka Belajar* Curriculum (Sufendi et al., 2023) . This is the same as an interview with one of the English teacher:

Mrs. W: "...we develop it ourselves with reference to the book "Gold Experience A2+" where the learning steps are adopted by the Merdeka curriculum version"

Meanwhile, for learning media in teaching speaking teachers need more media when teaching by using video, audio, laptop, visual media such as picture for support changes and progress in teaching (Yamin & Syahrir, 2020). This is according to the English teacher interview:

Mrs. T: "more for speaking, before they speak there are some maybe videos, audios, and some proms that they use and original videos. And additional media like books from Pearson Education"

Furthermore, other English teachers concur with this assessment and concur regarding the necessity of certain media in the teaching of speaking in order to achieve the learning objectives that have been set:

Mrs. W: "I think yes, maybe clear pictures, videos, and audio are the most common to which we apply pictures, videos, and game"

In essence, teachers utilize learning resources and media that are available and necessary for students, taking into account their individual

learning styles and adapting the material to be taught in the form of books or electronics, which teachers can access through their devices (Dwijendra & Ganesha, 2022).

d. Focus on learning and emphasized on performance

The success of an educational institution gauged by its ability to analyze the actual results observed in students, which achieved through assessment. According to Sutrisno cited by Rizka et al. argued evaluation is crucial because it assesses the ongoing process of collecting information about the effectiveness of a teaching system. Hidayat and Sofa cited by Rizka et al. further emphasize that lesson planning requires evaluation to be carried out (Rizka & Pamungkas, 2023).

In this context, the assessment does not focus on the result; rather, the implementation of *Merdeka Belajar* curriculum aims to enhance learning assessment. According to Stiggins, this approach underscores the crucial role of assessment in teaching and its impact on student achievement (Proust & Stiggins, 2002).

Concerning the assessment of learning that based on the curriculum, it stated that *Merdeka Belajar* approach to testing on English subject is applicable to the evaluation of speaking skills in this regard; it should note that there are two types assessment evaluation in *Merdeka Belajar* curriculum from teaching speaking.

Formative assessment is a way of measuring a student's level of interest in a previously taught skill. This assessment is conducted prior or the summative assessment, with the objective of exploring the level of student understanding and determining the most effective means of improving student understanding and achievement. According to Huhta, as cited by Clifton, the formative assessment of the orientation on feedback and tags is incorporated into the curriculum or lesson material (Clifton, 2023)

During the observation conducted in class 9E on March 16, 2024, it was observed that students were given the freedom to choose the

assessment they wanted based on their talents and interests. Some students chose to make videos, while others conducted presentations and interviews. The students were engaged in presentations and conducted English interviews with their peers, where the topics had been provided by the teacher and they had the autonomy to conduct the interviews in their own way. The students were enthusiastic about these activities because they were not forced to do things they did not like, and this could be observed from the different skills of each individual student.

There is considerable variation in the activities that carried out in formative assessment and summative assessment, depending on the intended learning outcomes of the course. Forms of assessment may include written test, projects, standard examinations, and others. These are particularly useful for testing student performance at the end of a period of study (Clifton, 2023).

e. Instruction function more as facilitator

The *Merdeka Belajar* curriculum, which is the benchmark for learning emphasize that the teacher's role as the driving force in this curriculum still based on the interests and talents of students. However, this flexibility, which is characteristics of the Aditya claimed the *Merdeka Belajar* curriculum, means that teachers carry out learning activities with a relevant learning approach method and design challenging learning experience, and to achieve student targets, they can use different methods and unite with the content of the *Merdeka Belajar* curriculum (Sulistiyani et al., 2022). In implementing the *Merdeka Belajar* curriculum, the teacher as the driving force, also has the main role in managing all learning administration.



Figure 4.3 Dialogue and work in group to describe their friends

Based on observations made in class 9F, where the teacher acted as a facilitator or driver to promote discussion and group work among students, it can be seen that the teacher's role extends beyond that of a mere transmitter of knowledge. In addition to this, the teacher also directs students to be active and work out independently some words that will be used for conversation during the teaching of speaking activities. Furthermore, the teacher adjusts the speaking material to the interests, needs, individual learning styles, and differentiated learning of the students. This is evidenced by the enthusiasm of the students for doing speaking learning activities in the classroom (Sulistiyani et al., 2022; Wahyuningsari et al., 2022).

f. Provide immediate feedback to our learners

The observations were made on March 2024, in the class of ninth graders, designated as class 9J, at the end of the teaching activity, the teacher repeats the material that taught and provides a reflection on the day. This done to assist students remember all the material that the teacher had taught. Additionally, the teacher provides direct feedback on students' performance during the course of the session.



Figure 4.4 The teacher gives feedback and reflection

Based on the figure 4.3 above, as a reflection at the end of the lesson, in addition to re-explaining the material that taught the teacher also gives students the opportunity to explain some material and ask questions before the learning is completely that day. In addition to knowledge, it is also to train students' speaking more cooperatively so that they dare to say what they want to convey with enjoyment. This is in line with the theory of Hill and Hill cited by Ali, where it can deepen students' understanding and make students take part in learning more happily and enjoyably (Ali, 2021)

g. The approach emphasizes through practice

Speaking is the heart of communication, and to become fluent, learners need to practice speaking everywhere and the teacher must be teaching for the students and other (Guthrie, 1988). In addition, Harmer cited by Mart argued that speaking has many different meanings from a communication point of view. It includes the use of vocabulary, grammar, and correct pronunciation practiced through controlled and guided activities (Mart, 2012).



4.5 The teacher emphasizes speaking practice to student

Based on Figure 4.4, which captured on March 19, 2024, during a class observation of Class 9C, it illustrates the teacher's approach to speaking agreement and disagreement. The teacher's methodology emphasizes speaking practice for each student, with the teacher calling on students one by one. The teacher is dialogic questioning, which aimed to enhance students' language skills, facilitate learning, and encourage collaboration, is also evident in the image. Following this completion of the activity, the instructor directed the students to engage in a dialogue with their peers, describing the individual seated adjacent to them. Additionally, the instructor provided further instructions for the students to compose notes related to the description of their partner, with the objective of facilitating the subsequent presentation. Furthermore, the significance of practice is underscored, as it serves as a conduit for the enhancement of skills and the galvanization of students' engagement in all learning activities. In this instance, the instructor in Class 9C assumes the role of a facilitator, ensuring the smooth functioning of the learning process (Frazier & Brown, 2001).

h. Compile learning material

Learning resources serve as the primary source of information for both educators and students. During the development of educational materials, teachers have autonomy and responsibility to choose the source. This observation demonstrates that teachers utilize reliable textbooks and e-books linked to the LSM to provide students with pertinent learning materials. Students also able to select the source of educational resources that will support their learning activities during this in term in period (Ferdaus & Novita, 2023).

Teaching English, especially speaking, has a special book that used as a teaching resource. The resources used, such as ebooks and hard books as a teacher's handbooks and student's books, from Pearson Education. All learning processes for teaching as well as the materials and assessments used completely taken from the book. According to Daga cited by Sufendi et al., argued that the teacher can compile the learning material, then modifies based on the Merdeka Belajar Curriculum (Sufendi et al., 2023) . This is the same as an interview with one of the English teacher:

Mrs. W: "...we develop it ourselves with reference to the book "Gold Experience A2+" where the learning steps are adopted by the Merdeka curriculum version"

Based on observations made on March 16–19, 2024, in four consecutive classes, namely classes' 9C–9J, the teacher consistently selects the material utilized for teaching purposes. This material is either prepared in the form of modules or units, including material on speaking aspects. The units include material on speaking aspects. Consequently, students can follow the learning and are easily understood in accordance with the arrangement. However, the teacher does not collect new material because the teacher already has a blend that used as a teaching and learning resource.

In essence, teachers utilize learning resources and media that are available and necessary for students, taking into account their individual learning styles and adapting the material taught in the form of books or electronics, which teachers can access through their devices (Dwijendra & Ganesha, 2022).

i. Learning content according to the needs of student

The adjudication of educational material is an essential component of the learning process. Consequently, educators must conduct observations to identify the specific types of resources that students require, particularly with respect to oral communication skills. Supplemental teaching materials, such as illustrations and videos, serve

as valuable tools as they align with the learning styles of students and help to prevent the monotony of traditional learning methods.

Meanwhile, for learning media in teaching speaking teachers need more media when teaching by using video, audio, laptop, visual media such as picture for support changes and progress in teaching (Yamin & Syahrir, 2020). This is according to the English teacher interview:

Mrs. T: "more for speaking, before they speak there are some maybe videos, audios, and some proms that they use and original videos. And additional media like books from Pearson Education."

The results of observations made on March 19, 2024, indicated that when speaking and learning occurred, learning did in fact occur. Some students delivered presentations on the present perfect tense material that the teacher had applied. Once students have completed the task of collecting responses indicating that they have completed the assigned activity, they are invited to approach the front of the class. In this phase, it is evident that the teacher is able to identify the learning styles and needs of students. This allows for differentiation in the learning process, ensuring that each student given the freedom to engage with the material in a way that aligns with his or her individual learning style. Furthermore, during the observation period, the utilization of a distinct martial arts system with disparate martial arts styles is also a material adjustment for those who have not been able to achieve the requisite level.

Teachers must modify their teaching methods to accommodate students at different levels and with varying abilities. This can be achieved using various learning styles, including audio, video, kinesthetic, in conjunction with students' existing knowledge, interests, abilities, and learning levels (Tricahyati & Zaim, 2023).

j. Teachers carry out learning activities with relevant learning

The *Merdeka Belajar* curriculum, renowned for its differentiated learning and approach to students based on their interests and abilities, employs a similar methodology in its speaking lessons. These lessons are designed with clear learning objectives aligned to the specific needs of the students. According to Richards cited by Klee et al., explains that the content should be relevant to students' need and interesting. Additionally, it may cover topics related to EFL attitudes and second or foreign language teaching goals (Klee et al., 1986).

The teacher's methodology was evaluated based on observations conducted during class nine for four days between March 16th and 19th, 2024. The teacher's approach to learning was observed to prioritize students' interests and talents, aligning with the concept of individualized learning.

Furthermore, in one of the classes, namely Class 9E, the observation was conducted on March 16, 2024, and it was noted that the teacher provided material according to the needs of students. The material drawn from the theme of life activities, with the subject being agreement and disagreement. It was also observed that students appeared to be highly enthusiastic about their participation in the learning activities. In addition, in the distribution of assignments, the teacher provides tasks that align with the talents and interests of the students. While some students engage with their work according to their preferences, other students within the class collaborate on assignments with presentations. Some of them opt to communicate directly with their peers in a face-to-face setting.

Nevertheless, at the time of instruction, there were students who exhibited special needs. One student in the class demonstrated a preference for writing based on the assignment provided. With this, the teacher is more flexible; even though students have different talents and intentions, it makes it easier for the teacher. The *Merdeka Belajar* curriculum incorporates differentiated learning as a feature, which

includes differentiated teaching in speaking. This approach allows for tailoring instruction to students' abilities, interest, talents, and individual needs, reducing frustration and the feeling of failure during the learning process (Wahyuningsari et al., 2022)

k. Design challenging learning experience

Every lesson in which a teacher adheres to the prescribed approach and purpose of learning must consider the significance of the learning outcome. In each stage of the learning process, each individual challenge addressed, particularly in the context of teaching and learning, including the students, technology, and material has taught. It is expected that every learning experience will contribute to the development of the necessary skills and character traits in adult (Irawati et al., 2022). This is the same as an interview with one of the English teachers:

Mrs. T: “the experience I am describing is the result of the student center’s periodization of time. Despite the extensive time spent, the students still requires a teacher’s guidance. The contextual approach is now more prevalent, as evidenced by the expectation of contextualization in assessment”

Mrs. W: “early in my entry into or application of the Merdeka curriculum, I thought it was hard to study differential learning. Then, I followed the steps that existed in the Merdeka curriculum and was introduced to the grouping of different learning style, different topics, and ordering, which has already entered the differentiation”

Based on observations conducted in four ninth-grade classrooms on March 16–19, 2024, it was observed that teachers either introduced present perfect tense material or covered agreement and disagreement during that timeframe. In both cases, students were presented with a present-perfect sentence that required them to adjust each word in accordance with the context implied by the sentence. The sentence was then discussed in class, and students were asked to provide feedback on the adjustments made.

The subsequent activity, which pertains to the subject of agreement and disagreement, entails a project dialogue between students and their peers on a range of topics. This exercise is designed to enhance students' oral communication skills, which they will subsequently apply in person. However, the teacher provides instructions after the sightseeing excursion and then records the results of the dialogues, which are subsequently presented to the class.

1. Achieve student target of speaking aspect

Speaking is the key of communication, and to become fluent, learners need to practice speaking everywhere and the teacher must be teaching for the students and other (Guthrie, 1988). In addition, Harmer cited by Mart argued that speaking has many different meanings from a communication point of view. It includes the use of vocabulary, grammar, and correct pronunciation practiced through controlled and guided activities (Mart, 2012)

The student is able to master multiple evaluation points on speaking, including grammar, pronunciation, and vocabulary, and the teacher has a target derived from the lesson plan for the student to master speaking competence. At this point, the teacher provides practice to the students based on the subject, either in-person with the teacher, through a conversation with a friend, or through a presentation in front of the class. The teacher had conversations with a few students based on the findings of the fourth-grade observations, particularly the third observation in the ninth-grade C.

Then the student answers each question that the teacher asks. This is also done based on the observations at clear 9; unlike in class 9E, the teacher emphasizes that more students should dialogue with partner in class and go around to other friends to master language competence. Then, after the dialogue is finished, the student writes some notes on the results of dialogues with friends, which are then presented individually in front of the class.

In this way, the skill can be assessed in a variety of contexts, such as those taught by the teacher and performed by the student, i.e., presentations, discussions, or other speaking activities. According to Hymes cited by Haratono the teacher and students should to try avoid confusing with incorrect pronunciation, grammar, or vocabulary, and respect the social and culture rules that apply to all communication situations (Hartono, 2012).

m. Managing all learning administration, especially in speaking

The educators find it challenging to prepare lesson plans due to the transition from the previous curriculum. The Learning Curriculum platform still has limitations when it comes to creating modules; instead of being a teaching tool, this curriculum should be a learning companion for instructors. They must search for more specific technique ideas (Susilowati, 2022).

Based on observations in the fourth grade, the teacher prepared a lesson plan long before the lesson was conducted. The material used for teaching is determined based on the source of the book, which is a book from Pearson Education. Some material and tasks/projects are provided, and there is no additional material from outside or other sources. This aligns with an interview with an English teacher.

Mrs. W: "Whether speaking or any other skill, it's purely from Pearson."

In this phase, students are seen using their respective Pearson books in their learning activities. In addition to the lesson plan, the management of learning in the form of both technological and non-technological media is also very necessary because it is a crucial aspect of the learning process. With other media, teachers explain material and pose questions, while students work with books that have been provided.

Meanwhile, educational technology provides teachers with the ability to control and design education by using several tools, such as screen readers, software, and other tools used to assist teachers in

accessing learning material. These tools are particularly useful for teaching speaking with a benchmark on the Free Learning curriculum (Sutrisno, 2023).

Table 4.2 the Implementation of *Merdeka Belajar* Curriculum in Teaching Speaking

Class	Meeting	Subject	Method	Media
9C	1	Speaking “Agreement and Disagreement”	Lecture, discussion, presentation	Pearson book “Golden Experience A2+”. Ppt, video, game
9E	1	Speaking “Agreement and Disagreement”	Lecture, discussion, presentation	Pearson book “Golden Experience A2+”. Ppt, video, game
9F	1	Grammar “Present perfect tense”	Lecture, discussion, work in group, presentation	Pearson book “Golden Experience A2+”. Ppt, video, game
9J	1	Grammar “present perfect tense”	Lecture, work in group, discussion, presentation	Pearson book “Golden Experience A2+”. Ppt, video, game

3. The evaluation stage

After the speaking lesson is completed, the teacher instructs the students to return to their respective seats. After that, the teacher gives the student an evaluation to check the student's understanding of the speaking material studied. Some questions were given based on speaking materials, such as "Present Perfect Tense" and "Agreement and Disagreement." This finding is in line with Sutrisno, cited by Rizka et al., who assert that

evaluation is crucial because it assesses the ongoing process of gathering information about the effectiveness of a teaching system. (Rizka & Pamungkas, 2023).

In the observations in classes 9F and 9J, the teacher gave questions based on the present perfect tense material. The questions used by the teacher for the evaluation are taken from the textbook. The students answer the questions. The students answer the question, and the students answer the question in their books that have been provided. The following was a list of questions that teachers assign to work on individually:

2 **Q & A** B.1 Watch or listen to people talking about their holiday experiences. Match the speakers (1–5) with the places they have visited (A–H).

A Wales C Australia E Portugal G Dubai
B America D Spain F Ibiza H Greece

3 **Q & A** B.2 Complete the sentences with the present perfect form of the verbs in brackets. Watch or listen again and check your answers.

1 I _____ (visit) Dubai, America, France and Spain but I _____ (not be) to Japan.
2 I _____ (eat) snails on holiday in France and I _____ (see) jellyfish in Portugal.
3 I _____ (already / be) to Wales this year.
4 I _____ (just / get back) from a week's holiday in France.
5 I _____ (be) to the Greek islands but I _____ (never / visit) Spain.
6 I _____ (stay) in a rainforest overnight, I _____ (be) to the beach in Australia, I _____ (also / visit) Europe.
7 I _____ (sail) on a glass-bottom boat and seen the fish beneath me.
8 I _____ (be) scuba-diving in Ibiza with my family.

4 Choose the correct words to complete the sentences. Which sentences are true for you? Work in pairs and compare your answers.

1 I've **never** / **ever** been to America.
2 I've **yet** / **already** been on holiday once this year.
3 I haven't been to Australia **already** / **yet**, but I'd like to go one day.

Speak up

5 Write four questions about travelling using 'Have you ever ...?'. Use these ideas or your own ideas.

be ill on holiday eat something unusual
fly in a helicopter forget your ticket ride on a camel
see a jellyfish travel by boat visit the USA

7 Ask your questions from Ex 6 to different students. Who gave the most 'yes' answers?

game on

Work in pairs. Guess what your partner has done. Use the present perfect and **never**, **just**, **already** and **yet**. Tell your partner. Are you right?

I think you haven't finished your history project yet.

Yes, that's true!

Figure. 4.6 Evaluation Questions

In the observations conducted in classes 9E and 9C, the teacher asked questions based on the material on agreement and disagreement. The questions used by teachers for evaluation are taken from the textbook. The teacher's questions for the students are the answers to the questions in their books that have been provided. In this context, the assessment does not focus on the result; rather, the implementation of Merdeka Belajar curriculum aims to enhance learning assessment. According to Stiggins, this approach underscores the crucial role of assessment in teaching and its impact on student achievement (Proust & Stiggins, 2002).

B. The Advantages of Implementing *Merdeka Belajar* Curriculum in Teaching Speaking

The implementation of the *Merdeka Belajar* curriculum for teaching speaking offers a number of distinct advantages. In this particular instance, the *Merdeka Belajar* curriculum presents itself as a particularly advantageous option. The following paragraphs describe these advantages in detail:

1. Simple and more in-depth

The *Merdeka Belajar* curriculum places a strong emphasis on material and student development. This approach allows for a more focused and effective learning experience, with a clear focus on essential material and the development of student competence according to their level. Furthermore, when teaching the teacher will place a particular emphasis on teaching speaking skills in a way that is both profound, enjoyable, and meaningful, with a clear focus on quality over quantity (Hadi et al., 2023; Hidayat, 2023). This is consistent with the findings of an interview with English teachers:

Mrs. W: “as a teacher, I believe that regardless of the curriculum, our obligation is to ensure that the educational process persists. In the context of the Merdeka curriculum, there is a clear explanation that teachers should engage in ongoing learning and self-reflection while also ensuring that the time allocated for teaching does not exceed the prescribed limits”

Mrs. T: “yeah, more fun indeed. The challenge, however, is to devise a method of preparation that is both enjoyable and conducive to collaboration among students”

The result of the aforementioned interview indicate that the implementation of the *Merdeka Belajar* curriculum on teaching speaking has the effect of making teachers more flexible in their approach to teaching, allowing them to create lessons that are tailored to each student’s needs, abilities, and talents, as well as their individual interests (Hadi et al., 2023). Nevertheless, by allowing for adaptability,

it is possible to create comprehensive material that provides students with a deeper understanding of the subject matter. This, in turn, fosters a more creative and innovative approach to the acquisition of fundamental skills (Wicaksana & Rachman, 2018).

The observations conducted on March 19, 2024, revealed that students observed engaging with speaking lessons centered on the theme “getting away” related to the grammar unit. The teacher delivered the material in a clear and organized manner, followed by open-ended instructions to students, encouraging them to engage in spontaneous questioning inspired by predetermined conversation topics. Students appeared highly engaged with the learning activities and expressed satisfaction with the learning process.



Figure 4.6 Dialogue activities in the classroom

Based on the figure 4.5 above, this is consistent with the findings of an interview with English teacher:

Mrs. A: “maybe it’s not 100% as expected, but I see that when the Merdeka Belajar curriculum is applied to students who start from their experience, they better understand that material can’t stand on its own”

From the aforementioned image and interview, it decided that when teachers provide materials freely based on students’ needs, teaching speaking activities becomes more enjoyable. Consequently, students are

able to receive material with pleasure, without coercion, in a stress-free environment, enjoyable and with greater ease in showcasing their talent and abilities, which are based on their experiences (Fitriyah, 2023; Hidayat, 2023).

Therefore, the *Merdeka Belajar* curriculum stated that the materials and activities of teaching activities are more appropriate to real life, starting from experience and through learning activities that are active in discussing, designing, or collaborating that enhance the interaction between learners. According to Anggraena & Ginanto et al., cited by Hadi, the material taught in design is based on the context and culture of the students (Hadi et al., 2023).

2. Teaching More Independent, Relevant and Interactive

In the implementations of the *Merdeka Belajar* curriculum, especially in the teaching of language, the school gives authority to the teachers when teaching to process the subject matter and to develop the students through the administration of the curriculum made by the school and develop by teacher (Hadi et al., 2023).

Furthermore, a teacher who teaches according to the student's skills and does not demand that all students have the same ability has greater authority to shape the learning environment. This is because the curriculum for *Merdeka Belajar* is inherently student-center. According to Andini cited by Lestari argued the *Merdeka Belajar* curriculum is relevant and active in learning project to develop potential and creativity of students (Lestari, 2023). This is consistent with the findings of an interview with English teacher:

Mrs. W: "there are, let alone, critical students. We are usually free, but we still love boundaries. So, students are freer to convey their more critical ideas, and we release themes as they like them out of the box"

Mrs. T: "so, assuming there's asked to interview teachers related to hobbies students can give in writing form can in the form or video result, can in report to listen or report to video. If those who are happy with the camera they video"

presentations, if they like with writing can be word or power point, so they use the tools they like”

Furthermore, the concluded that the implementation of the *Merdeka Belajar* curriculum on teaching speaking has a significant impact on all students, regardless of their respective abilities, and without any compulsion to achieve a particular outcome. This leads to the conclusion that, in particular, teachers exert a positive influence when teaching speech. This is evident from the outset in the manner of teaching activities, the delivery of teaching materials, and the most notable application of the curriculum, *Merdeka Belajar*, to teaching speaking. This is achieved through the implementation of diverse, specific projects that encourage students to be more creative and innovative in their efforts to explore themselves based on their own imagination (Wiguna & Tristaningrat, 2022).

3. Differentiated learning and flexibly to used Technology

The *Merdeka Belajar* Curriculum has several advantages. One of these advantages is the existence of differentiated learning.. In addition, the *Merdeka Belajar* Curriculum must also strengthen differentiated learning according to the learning outcomes of students. The learning referred to in these outcomes is between intra-curricular and extra-curricular learning by strengthening the profile of the *Pelajar Pancasila* profile, such as the benchmarks of the *Merdeka Belajar* Curriculum. (Wiguna & Tristaningrat, 2022).

The *Merdeka Belajar* curriculum incorporates differentiated learning as a feature, which includes differentiated language teaching. This approach enables instruction to be tailored to students' abilities, interests, talents, and individual needs, which reduces frustration and the feeling of failure during the learning process (Wahyuningsari et al., 2022). This line consistent with the findings of an interview with English teachers:

Mrs. W: “If we give students based on learning styles, we can assess them more easily, for example, with audio or visual only, we facilitate with mind mapping or drawing. that means there are products that really match students' interests.”

Mrs. T: “Yes, if speaking performs live, if the project is in the form of video, it can be power poit and presented or in written form according to their pleasure.”

The results of the interview suggest that the implementation of the *Merdeka Belajar* curriculum has resulted in a number of notable changes, including an emphasis on flexible learning and an approach based on differentiated material provided by the teacher. This approach aligns with the curriculum's goals of promoting student engagement, encouraging critical thinking, and developing students' talents and interests (Hadi et al., 2023; Rachmawati et al., 2022).



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This research is a qualitative method with descriptive technique. It aims to describe the implementation of the *Merdeka Belajar* curriculum in teaching speaking, the advantages of implementation of the *Merdeka Belajar* curriculum in teaching speaking to the 9th grade at SMP Al Irsyad Al Islamiyyah Purwokerto. Based on the results of data analysis using observation, interview, and documentation techniques, there are several findings that the researcher found. The findings from the data analysis covers the implementation of *Merdeka Belajar* curriculum in teaching speaking, and the advantages of *Merdeka Belajar* curriculum in teaching speaking.

The researcher identified several preparation made by teachers prior to teaching. These included learning material, media used, and class preparation with students ready to carry out learning. Additionally, lesson plans were found to be prepared beforehand. The implementation begins with the teacher initiating a brainstorming session with the students, followed by a detailed explanation of the material. Subsequently, the teacher shows a video, and students complete questions from the textbook based on the video content. The questions are designed to test students' comprehension of the verb forms and structures demonstrated in the video. Additionally, the teacher engages the students in a guessing game where they are presented with sentences and asked to identify which of the four possible forms of the verb is used. This activity is designed to reinforce the students' understanding of the verb and how to speak correctly. This activity is designed to reinforce the students' understanding of the verb forms taught in class. Finally, the teacher divides the students into large groups. Furthermore, the students are grouped according to their seating arrangement. In large groups, questions and answers pertaining to other verb

forms are exchanged between the left and right benches, while the formation of small groups involves one group presenting the sentence previously demonstrated by the teacher. The remaining groups then answer questions formulated in the style of the sentence presented. Every word in the sentence is based on answers provided by the other groups. The instructor then reiterates the previously taught material.

In the *Merdeka Belajar* curriculum, two assessments are employed in order to enhance student learning outcomes and determine final achievement results. The initial assessment, conducted by the instructor, is formative in nature and allows for repeated attempts by students when they have been unable to achieve the initiated learning outcomes in the allotted time. However, the summative assessment is one of two final assessments that serves to conclude the evaluation process and determine the extent of student learning. In this assessment, there is no opportunity for remediation or repetition. The assessment may take the form of a written test, a standard examination, a project, or another format.

The implementation of the *Merdeka Belajar* curriculum in teaching speaking was found to enhance the enjoyment and reduce the stress levels of students. Learning and teaching are more fun and less stressful for students because each material is not only given a theoretical description but is based on the experience of the students. For educators, the implementation of differentiated learning allows for a more flexible approach to instruction, enabling them to identify and address the diverse interests and abilities of their students.

B. LIMITATION OF STUDY

In this research, there are some limitations. This research was limited only to discussing the implementation of *Merdeka Belajar* curriculum in teaching speaking and the advantages of the implementation of *Merdeka Belajar* curriculum in teaching speaking. Besides, this research is only

qualitative research, and the researcher was only provided with data relevant to the topic.

C. SUGGESTIONS

Based on the conclusions of the research above, the implementation of the *Merdeka Belajar* curriculum in teaching speaking in class IX of SMP Al Irsyad Al Islamiyyah Purwokerto was good; however, based on the results of the analysis, the authors would like to provide some suggestions for the teachers, that the utilization of technology by teachers in contemporary educational settings is a necessity. This technology can facilitate a more enjoyable learning experience for students. Teachers must be prepared to apply variety of instructional techniques and be more creative and innovative in their use of exiting media.



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APPENDICES



Validation Certificate

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati, M.Pd.
Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
Jabatan : Dosen

Telah membaca instrumen penelitian berupa framework observasi dan wawancara yang akan digunakan dalam penelitian dengan judul "The Implementation of *Merdeka Belajar* Curriculum in Teaching Speaking to the Ninth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto" oleh peneliti:

Nama : Hana Elisa Oktavia
NIM : 2017404005
Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
- Layak digunakan dengan revisi
- Tidak layak digunakan

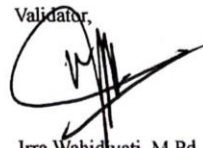
Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

..... Menambahkan kolom deskripsi pada tabel observasi

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 13 Maret 2024

Validator,



Irra Wahidiyati, M.Pd.
NIP.19881130 201908 2 001

Appendix 1

LEMBAR OBSERVASI IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM IN TEACHING SPEAKING PADA SISWA KELAS 9 SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Nama Mahasiswa : Hana Elisa Oktavia

School : SMP Al Irsyad Al Islamiyyah Purwokerto

Subject : Teacher W

Observation date : 16th March 2024

Time : 09.00-10.00

No	Aspek yang di observasi	Percent		Catatan
		Yes	No	
1	Cultivation of critical thinking skills	✓		- Menganalisis bentuk ireguler dan regular verb pada kata
2	Collaboration work in group		✓	
3	Optimization of learning resource	✓		- Pemanfaatan ebook dari pearson education sebagai buku pegangan guru untuk mengajar dan hard book sebagai buku siswa.
4	Focus on learning and emphasized on performance	✓		- Pengulangan formative test jika pada aspek speaking siswa belum tuntas.
5	Instruction function more as facilitator	✓		- Guru menggalakan diskusi, memberikan feedback melalui evaluasi, dan peilaian
6	Provide immediate feedback to our learners	✓		- Guru memberikan feedback secara langsung ketika melakukan Q&A
7	The approach emphasizes through practice	✓		- Sebelum speaking didepan kelas, siswa diberi waktu untuk berlatih terlebih dahulu

8	Compile learning material	✓		- Guru memilih materi yang sesuai dengan kebutuhan siswa dan mudah dipahami
9	Learning content according to the needs of student	✓		- Guru menambahkan gambar dan video sebagai media pendukung
10	Teachers carry out learning activities with relevant learning	✓		- Guru memberikan kebebasan dalam tugas sesuai minat siswa khususnya pada project speaking
11	Design challenging learning experience	✓		- Guru memberikan ruang untuk ketrampilan siswa dengan memberika pertanyaan sesuai materi
12	Achieve student target of speaking aspect	✓		- Siswa mampu berdiskusi dengan teman menggunakan Bahasa Inggris
13	Managing all learning administration, especially in speaking	✓		- Perencanaan materi - Pemilihan materi

Adapted by (Lestari, 2023; Rachmawati et al., 2022; Utari & Afendi, 2022; Wahyuningsari et al., 2022; Wicaksana & Rachman, 2018)

PROF. K.H. SAIFUDDIN ZUHRI

LEMBAR OBSERVASI
IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM
IN TEACHING SPEAKING PADA SISWA KELAS 9
SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Nama Mahasiswa : Hana Elisa Oktavia

School : SMP Al Irsyad Al Islamiyyah Purwokerto

Subject : Teacher W

Observation date : 16th March 2024

Time : 11.00-12.00

No	Aspek yang di observasi	Percent		Catatan
		Yes	No	
1	Cultivation of critical thinking skills	✓		- Menganalisis bentuk ireguler dan regular verb pada kata
2	Collaboration work in group		✓	
3	Optimization of learning resource	✓		- Pemanfaatan ebook dari pearson education sebagai buku pegangan guru untuk mengajar dan hard book sebagai buku siswa.
4	Focus on learning and emphasized on performance	✓		- Pengulangan formative test jika pada aspek speaking siswa belum tuntas.
5	Instruction function more as facilitator	✓		- Guru menggalakan diskusi, memberikan feedback melalui evaluasi, dan peilaian
6	Provide immediate feedback to our learners	✓		- Guru memberikan feedback secara langsung ketika melakukan Q&A
7	The approach emphasizes through practice	✓		- Sebelum speaking didepan kelas, siswa diberi waktu

				untuk berlatih terlebih dahulu
8	Compile learning material	✓		- Guru memilih materi yang sesuai dengan kebutuhan siswa dan mudah dipahami
9	Learning content according to the needs of student	✓		- Guru menambahkan gambar dan video sebagai media pendukung
10	Teachers carry out learning activities with relevant learning	✓		- Guru memberikan kebebasan dalam tugas sesuai minat siswa khususnya pada project speaking
11	Design challenging learning experience	✓		- Guru memberikan ruang untuk ketrampilan siswa dengan memberika pertanyaan sesuai materi
12	Achieve student target of speaking aspect	✓		- Siswa mampu berdiskusi dengan teman menggunakan Bahasa Inggris
13	Managing all learning administration, especially in speaking	✓		- Perencanaan materi - Pemilihan materi

Adapted by (Lestari, 2023; Rachmawati et al., 2022; Utari & Afendi, 2022; Wahyuningsari et al., 2022; Wicaksana & Rachman, 2018)

LEMBAR OBSERVASI
IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM
IN TEACHING SPEAKING PADA SISWA KELAS 9
SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Nama Mahasiswa : Hana Elisa Oktavia
 School : SMP Al Irsyad Al Islamiyyah Purwokerto
 Subject : Teacher W
 Observation date : 19 March 2024
 Time : 08.00-09.00

No	Aspek yang di observasi	Percent		Catatan
		Yes	No	
1	Cultivation of critical thinking skills	✓		- Menganalisis bentuk ireguler dan regular verb pada kata
2	Collaboration work in group		✓	
3	Optimization of learning resource	✓		- Pemanfaatan ebook dari pearson education sebagai buku pegangan guru untuk mengajar dan hardbook sebagai buku siswa
4	Focus on learning and emphasized on performance	✓		- Pengulangan formative test jika pada aspek speaking siswa belum tuntas.
5	Instruction function more as facilitator	✓		- Guru menggalakan diskusi, memberikan feedback melalui evaluasi, dan peinilaian
6	Provide immediate feedback to our learners	✓		- Guru memberikan feedback secara langsung ketika melakukan Q&A

7	The approach emphasizes through practice	✓		- Sebelum speaking didepan kelas, siswa diberi waktu untuk berlatih terlebih dahulu
8	Compile learning material	✓		- Guru memilih materi yang sesuai dengan kebutuhan siswa dan mudah dipahami
9	Learning content according to the needs of student	✓		- Guru menambahkan gambar dan video sebagai media pendukung
10	Teachers carry out learning activities with relevant learning	✓		- Guru memberikan kebebasan dalam tugas sesuai minat siswa khususnya pada project speaking
11	Design challenging learning experience	✓		- Guru memberikan ruang untuk ketrampilan siswa dengan memberika pertanyaan sesuai materi
12	Achieve student target of speaking aspect	✓		- Siswa mampu berdiskusi, berdialog dengan teman sebaya
13	Managing all learning administration, especially in speaking	✓		- Perencanaan materi - Pemilihan materi

Adapted by (Lestari, 2023; Rachmawati et al., 2022; Utari & Afendi, 2022; Wahyuningsari et al., 2022; Wicaksana & Rachman, 2018)

LEMBAR OBSERVASI
IMPLEMENTATION OF MERDEKA BELAJAR CURRICULUM
IN TEACHING SPEAKING PADA SISWA KELAS 9
SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Nama Mahasiswa : Hana Elisa Oktavia
 School : SMP A l Irsyad Al Islamiyyah Purwokerto
 Subject : Teacher W
 Observation date : 19th March 2024
 Time : 09.00-10.00

No	Aspek yang di observasi	Percent		Catatan
		Yes	No	
1	Cultivation of critical thinking skills	✓		- Menganalisis bentuk ireguler dan regular verb pada kata
2	Collaboration work in group	✓		- Guru membagi kelas menjadi 5 anggota kelompok
3	Optimization of learning resource	✓		- Pemanfaatan ebook dari pearson education sebagai buku pegangan guru untuk mengajar dan hard book sebagai buku siswa.
4	Focus on learning and emphasized on performance	✓		- Pengulangan formative test jika pada aspek speaking siswa belum tuntas.
5	Instruction function more as facilitator	✓		- Guru menggalakan diskusi, memberikan feedback melalui evaluasi, dan peilaian
6	Provide immediate feedback to our learners	✓		- Guru memberikan feedback secara langsung ketika melakukan Q&A

7	The approach emphasizes through practice	✓		- Sebelum speaking didepan kelas, siswa diberi waktu untuk berlatih terlebih dahulu
8	Compile learning material	✓		- Guru memilih materi yang sesuai dengan kebutuhan siswa dan mudah dipahami
9	Learning content according to the needs of student	✓		- Guru menambahkan gambar dan video sebagai media pendukung
10	Teachers carry out learning activities with relevant learning	✓		- Guru memberikan kebebasan dalam tugas sesuai minat siswa khususnya pada project speaking
11	Design challenging learning experience	✓		- Guru memberikan ruang untuk ketrampilan siswa dengan memberika pertanyaan sesuai materi
12	Achieve student target of speaking aspect	✓		- Siswa mampu berdiskusi dengan teman menggunakan Bahasa Inggris
13	Managing all learning administration, especially in speaking	✓		- Perencanaan materi - Pemilihan materi

Adapted by (Lestari, 2023; Rachmawati et al., 2022; Utari & Afendi, 2022; Wahyuningsari et al., 2022; Wicaksana & Rachman, 2018)

Appendix 2

Field Notes

Observer : Hana Elisa Oktavia
Date : 16th March 2024
Time : 09.00-10.00
Class : 9E

a. Opening

- 1) Guru memasuki ruang kelas, mengucapkan salam, doa dan menanyakan kabar siswa.
- 2) Guru memberikan ice breaking kepada siswa berupa permainan tebak kosa kata dari instruksi yang guru berikan
- 3) Guru melakukan brainstorming sesuai dengan materi yang akan diajarkan “Do you ever go camping? Is that exiting?”
- 4) Guru menjelaskan focus dan tujuan pembelajaran

b. Main activity

- 1) Guru menunjukkan sebuah video untuk melengkapi soal yang ada pada buku, video diputar selama 2x
- 2) Guru mendekati siswa untuk mengecek setiap pekerjaan siswa
- 3) Guru menanyakan jawaban dan beberapa kosa kata yang terdapat pada video dan menyebutkan tenses nya pada siswa, setelah siswa menjawab guru kemudian meberikan feedback secara langsung terkait jawaban dan beberapa pertanyaan dari siswa
- 4) Guru menuliskan beberapa kosa kata regular verb dan irregular verb dipapan tulis siswa menyebutkan V3 nya
- 5) Guru menunjuk beberapa siswa untuk mengucapkan kosakata yang telah ditulis kemudian mengartikan serta bagaimana cara pengucapan yang benar
- 6) Guru melakukan pendekatan kepada siswa untuk melaukan practice secara langsung, sehingga guru memberikan intruksi kepada siswa untuk berpasangan kemudian berdialog tentang diri mereka

- 7) Setelah berdialog, guru menunjuk satu siswa disetiap satu pasang kelompok untuk mempresentasikan hasil dialog agreement and disagreeemen dengan temannya secara lisan.
- 8) Guru menginformasikan kegiatan berikutnya yang akan dilakukan adalah practice speaking. Guru menjelaskan pekerjaan yang harus siswa lakukan. Guru menunjuk sebuah gambar yang ada di buku, kemudian siswa membuat notes untuk mendeskripsikan gambar tersebut. Hal ini digunakan untuk membantu siswa mempersiapkan diri untuk megatakan apa didepan kelas.
- 9) Guru menunjuk siswa yang telah siap, beberapa siswa masih kesulitan untuk mendeskripsikan degan Bahasa inggris tanpa melihat teks secara langsung
- 10) Guru memberikan instruksi jika sudah selesai silahkan menunjuk teman berikutnya untuk mendeskripsikan hasil pekerjaanya.

c. Closing

1. Guru mengulang materi yang baru saja dipelajari
2. Guru mengecek pemahaman siswa dengan cara bertanya kepada siswa mengenai materi yang telah dipelajari
3. Guru menginformasikan pembahasan materi yang akan dilakukan minggu depan
4. Berdoa dipimpin oleh ketua kelas
5. Guru mengucapkan salam dan meninggalkan ruang kelas

Field Notes

Observer : Hana Elisa Oktavia

Date : 16th March 2024

Time : 11.00-12.00

Class : 9F

a. Opening

- 1) Guru memasuki ruang kelas , mengucapkan salam dan doa yang dipimpin oleh ketua kelas
- 2) Guru melakukan brainstorming dan memancing pertanyaan kepada siswa “have you ever visited Mecca?”
- 3) Guru mendekati siswa setiap memberikan pertanyaan dan menerima jawaban siswa “no/ yes I have”.
- 4) Guru bertanya kepada siswa terkait jawaban mereka mengapa menggunakan kata have & visited bukan visit.
- 5) Guru menjelaskan focus dan tujuan pembelajaran

b. Main activity

- 1) Guru menuliskan beberapa verb dipapan tulis kemudian menjelaskan kepada siswa regular/irregular verb nya dan V2, V3.
- 2) Guru menampilkan beberapa kosa kata menggunakan power point, kemudian siswa menjawab bentuk dari V2/V3 nya. Setelah menjawab guru bertanya kembali perbedaan dari bentuk regular dan irregular verb.
- 3) Guru menjelaskan perbedaan regular dan irregular setelah siswa menjawab pertanyaan.
- 4) Guru memberikan kesempatan kepada siswa untuk maju menganalisis kata which one is regular dan which one is irregular verb nya kemudian siswa mendapatkan point.
- 5) Guru menayangkan sebuah movie, kemudian guru memberikan intruksi after watching video, please complete activity 2 and 3 on your book page 96 dengan 2x replay video.

- 6) Guru bertanya terkait jawaban rumpang yang telah siswa jawab melalui video yang telah ditayangkan, kemudian guru memberikan feedback secara langsung.
- 7) Guru mereview ulang jawaban, kemudian menjelaskan dan bertanya terkait grammar yang dipakai kemudian siswa menjawab secara lisan pertanyaan yang guru berikan.
- 8) Guru menanyakan activity 3, kemudian setiap siswa ditunjuk untuk menjawab pertanyaan di activity 3 secara lisan.
- 9) Guru memberikan intruksi membuka buku page 140 dan menjelaskan terkait perbedaan ever and never, kemudian guru bertanya dengan 2 kata tersebut dan siswa menjawab spontan secara lisan.
- 10) Guru memberikan kesempatan kepada siswa untuk maju “siapa yang mau menjadi volunteer?” guru menggunakan tanggal sebagai acuan untuk mencari nomor urut siswa untuk maju.
- 11) Guru melakukan game untuk melatih speaking siswa menggunakan media 4 kotak kertas berisi kalimat dan di describe terlebih dahulu kemudian diperagakan siswa tanpa bersuara, kemudian siswa lain menjawab secara spontan, game bersifat individu.
- 12) Siswa masih kesulitan untuk mendescribe dengan berbicara bahasa inggris dan memberikan intruksi kepada teman temannya, kemudian guru mengulang cara bermain game yang benar.
- 13) Guru memberikan intruksi jika jawaban sudah dijawab dengan benar silahkan menunjuk teman lain untuk memperagakan kalimat berikutnya.
- 14) Setelah itu guru menunjuk beberapa siswa maju atau stand-up tetap di tempat duduk untuk mendeskripsikan temannya secara lisan menggunakan vocabulary yang sudah diajarkan.

c. Closing

- 1) Guru mengecek pemahaman siswa dengan cara bertanya kepada siswa mengenai materi yang telah diajarkan
- 2) Guru menginformasikan untuk materi tambahan yang akan dilakukan pertemuan berikutnya untuk persiapan summative

- 3) Berdoa dipimpin oleh ketua kelas dan guru mengucapkan salam
- 4) Guru meninggalkan ruang kelas



Field Notes

Observer : Hana Elisa Oktavia
Date : 19th March 2024
Time : 08.00-09.00
Class : 9C

a. Opening

- 1) Guru memasuki ruang kelas, mengucapkan salam dan berdoa bersama
- 2) Guru melakukan brainstorming berdasarkan misteri yang akan diajarkan
- 3) Guru mendekati siswa dan menerima jawaban siswa
- 4) Guru menyampaikan focus materi dan tujuan pembelajaran berdasarkan pertanyaan yang telah diberikan.

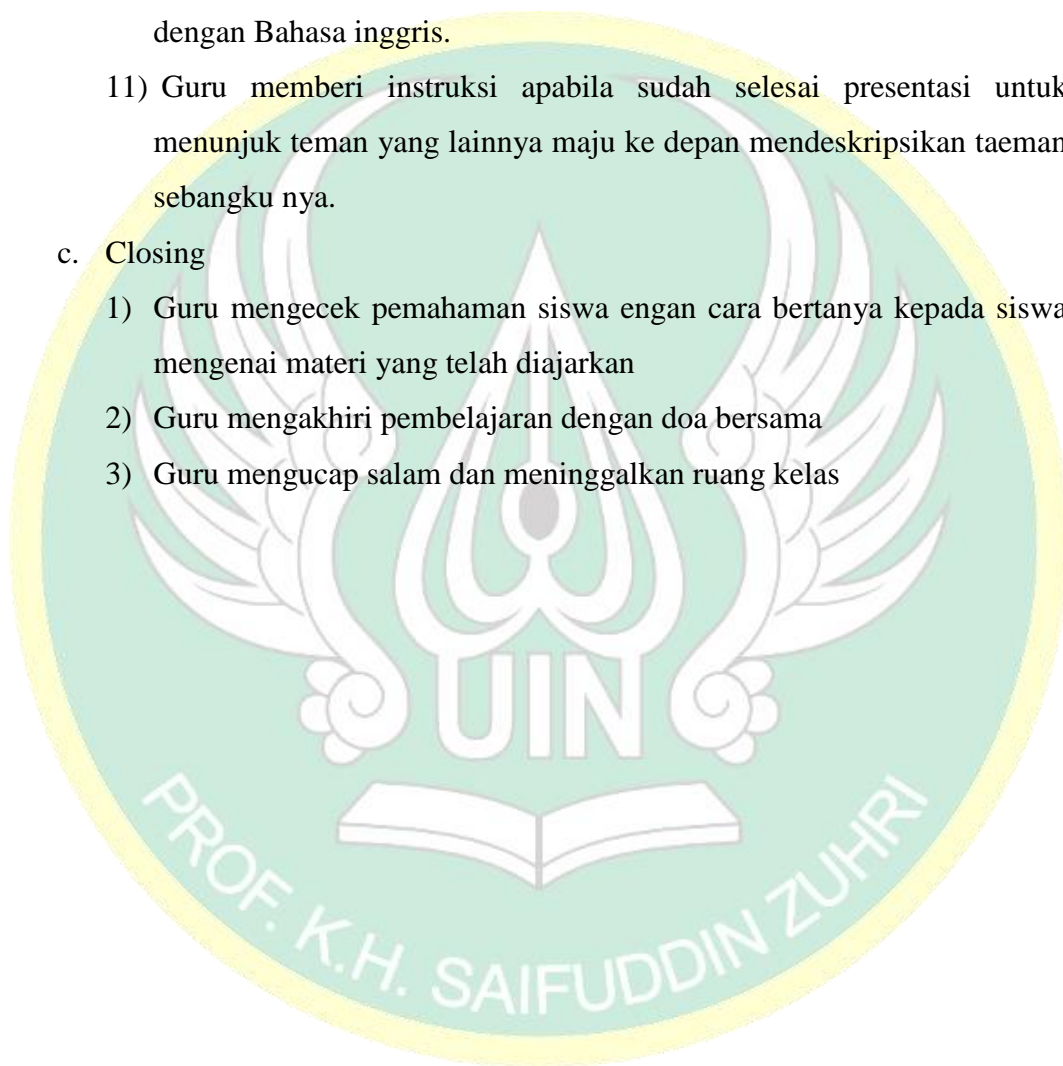
b. Main activity

- 1) Guru melakukan brainstorming sebelum masuk ke dalam materi yang akan disampaikan.
- 2) Guru bertanya tentang verb yang nanti akan digunakan dan bertanya arti dalam Bahasa
- 3) Guru menjelaskan V3 dan bertanya kepada siswa kenapa kata tersebut termasuk dalam bentuk V3
- 4) Siswa menjawab pertanyaan guru dengan mudah
- 5) Guru menuliskan beberapa verb di papan tulis, kemudian siswa menganalisis terlebih dahulu verb yang ada di papan tulis, kemudian guru bertanya kind of verb bentuk dari regular dan irregular verb nya.
- 6) Guru menjelaskan terlebih dahulu kata kerja yang dipakai sebelum menulis teks
- 7) Guru menanyakan jawaban dari pekerjaan siswa dan langsung memberikan feedback ketika siswa selesai memaparkan jawabannya secara lisan
- 8) Guru memberikan intruksi kepada siswa untuk berdialog dengan teman sebangku, dan mendeskripsikan sesuatu dengan pernyataan agreement dan disagreement dengan teman yang ada disebelahnya

- 9) Selanjutnya, guru memberikan arahan agar setelah berdialog bebas untuk menuliskan notes terkait deskripsi dari teman terlebih dahulu untuk mempermudah apa yang akan disampaikan nanti
- 10) Guru menunjuk siswa yang telah siap untuk maju untuk mendeskripsikan temannya di depan kelas tanpa membaca teks. Beberapa siswa masih kesulitan untuk mendeskripsikan secara langsung dengan Bahasa Inggris.
- 11) Guru memberi instruksi apabila sudah selesai presentasi untuk menunjuk teman yang lainnya maju ke depan mendeskripsikan teman sebangkunya.

c. Closing

- 1) Guru mengecek pemahaman siswa dengan cara bertanya kepada siswa mengenai materi yang telah diajarkan
- 2) Guru mengakhiri pembelajaran dengan doa bersama
- 3) Guru mengucapkan salam dan meninggalkan ruang kelas



Field Notes

Observer : Hana Elisa Oktavia
Date : 19th March 2024
Time : 09.00-10.00
Class : 9J

a. Opening

- 1) Guru memasuki ruang kelas, mengucapkan salam
- 2) Berdoa dipimpin oleh ketua kelas
- 3) Guru melakukan brainstorming dan memancing pertanyaan kepada siswa “have you ever visited Dubai?”, “have you ever visited Lombok?”
- 4) Guru mendekati siswa dan menerima jawaban setiap siswa “no, I didn’t”.
- 5) Guru menjelaskan focus dan tujuan pembelajaran berdasarkan pengalaman yang telah diberikan tadi.

b. Main activity

- 1) Guru membagi siswa menjadi dua kelompok besar
- 2) Guru memberikan intruksi untuk siswa disebelah kanan menyebutkan 3 kata dalam bentuk V1, kemudian siswa di sebelah kiri menjawab dengan menyebutkan bentuk V3 nya.
- 3) Guru menyuruh siswa kemudian untuk mention irregular dan regular verb nya.
- 4) Guru menampilkan power point dan menjelaskan kepada siswa perbedaan irregular dan regular verb beserta V1,V2, dan V3 nya.
- 5) Guru membagi siswa menjadi 5 kelompok yang beranggotakan 4-5 orang. Salah satu kelompok maju, kemudian diberi sebuah kertas yang berisikan sebuah sentence berisi 4-5 kata. Setiap anak dalam satu kelompok memperagakan satu kata, kemudian siswa dari kelompok lain menjawab secara lisan dan mendapatkan point. Begitu juga berlaku untuk kelompok selanjutnya.

- 6) Setelah semua kelompok maju, guru bertanya kembali pada setiap kelompok yang mereka dapat saat praktek
- 7) Guru bertanya kepada setiap kelompok bagaimana cara mengubah kalimat yang dioeragikan tadi menjadi kalimat Tanya
- 8) Guru menyuruh setiap kelompok dari kelompok 1-5 membuat kalimat Tanya dari kalimat yang tadi untuk game. Dengan contoh "dia meninggalkan tiketnya" menjadi "have you ever forgot your ticket?"
- 9) Guru memerintahkan kepada tiap-tiap kelompok untuk bertanya sesuai dengan kalimat yang didapat tadi dan sudah diubah menjadi kalimat Tanya, untuk ditanyakan kepada kelompok lain, mereka Tanya jawab secara lisan dan spontan satu per satu berkeliling group untuk group 1 kepada group 5 group 2 dan 1 dan seterusnya dengan waktu 1 menit.
- 10) Guru menyuruh siswa speak-up dari hasil around the class pada setiap kelompok di depan kelas sesuai dengan kepada siapa pertanyaan itu diberikan.

c. Closing

- 1) Guru mengecek pemahaman siswa dengan cara bertanya kembali kepada siswa mengenai materi yang telah diajarkan
- 2) Guru mengingatkan siswa yang remedi formative segera diselesaikan, karena summative akan dilakukan dalam waktu dekat
- 3) Guru mengakhiri kelas dengan bacaan doa dan mengucapkan salma
- 4) Guru meninggalkan ruang kelas

Appendix 3

Interview Guideline

A. Interviewer : Teacher A and Teacher B

Date : 13th March 2024 & 20th March 2024

Time : 08.00-09.00

1. Bagaimana pendapat anda tentang kurikulum Merdeka belajar?
2. Bagaimana type dan perbedaan modul ajar kurikulum merdeka Belajar pada aspek speaking yang anda buat?
3. Menurut anda, bagaimana kesulitan pembuatan modul ajar pada kurikulum Merdeka dibandingkan dengan sebelumnya, khususnya pada aspek speaking?
4. Setelah mengajar speaking, assessment apa yang anda berikan dan dikerjakan siswa pada aspek tersebut?
5. Bagaimana pendekatan pembelajaran yang anda terapkan dalam teaching speaking yang bertolak ukur pada kurikulum Merdeka Belajar?
6. Strategi apa yang anda gunakan pada aspek teaching speaking dalam mata pelajaran Bahasa Inggris?
7. Tantangan apa yang anda hadapi dalam kelas speaking pada kurikulum baru?
8. Menurut anda, apakah dengan penerapan kurikulum Merdeka Belajar pada teaching speaking membuat siswa lebih kreatif dan innovative, baik didalam project/non-project?
9. Menurut anda apakah mengajar menggunakan kurikulum Merdeka Belajar pada teaching speaking sudah relevan dengan pembelajaran berbasis project?
10. Menurut anda apakah mengajar dibawah kurikulum Merdeka Belajar pada teaching speaking lebih mudah, lebih fun, dan lebih bermakna? Baik guru yang mengajar ataupun siswa yang mengalami proses pembelajaran?

11. Dengan konsep diferensiasi pada kurikulum Merdeka Belajar, menurut anda apakah pada teaching speaking guru lebih fleksible untuk mencapai perkembangan siswa?
12. Apakah menurut anda pembelajaran berbasis kurikulum Merdeka Belajar pada teaching speaking membutuhkan banyak media pembelajaran untuk mendukung proses mengajar?

B. Interviewer : Head of Curriculum

Date : 23 March 2024

Time : 08.00-09.00

1. Bagaimana pendapat anda tentang kurikulum Merdeka belajar?
2. Apa type modul ajar kurikulum Merdeka yang diterapkan di sekolah ini?
3. Apa tantangan yang anda hadapi dalam mengintegrasikan prinsip kurikulum Merdeka belajar dalam kurikulum sekolah?
4. Bagaimana peran anda sebagai waka kurikulum dalam memfasilitasi guru-guru dalam menerapkan pendekatan kurikulum Merdeka belajar dalam kegiatan teaching?
5. Apa langkah-langkah yang anda ambil untuk memastikan flexibilitas kurikulum Merdeka belajar dalam menyesuaikan kebutuhan dan minat siswa?
6. Bagaimana anda sebagai waka kurikulum mengevaluasi efektifitas dalam meningkatkan kualitas pembelajaran dalam konteks kurikulum Merdeka belajar?
7. Apa dampak yang anda lihat sebagai waka kurikulum dari penerapan kurikulum medeka terhadap kualitas pembelajaran dan minat bakat siswa?
8. Bagaimana pendapat anda terkait pemanfaatan teknologi dalam mendukung penerapan kurikulum Merdeka belajar di sekolah ini?

Appendix 4

Transcription of Interview Results

Interviewer : Mrs. W

Date : Thursday, 13 March 2024

Time : 08.00-09.00

Peneliti: Bagaimana pendapat anda tentang kurikulum Merdeka belajar?

Respondent: dari pandangan saya pribadi kurikulum Merdeka sebenarnya konsepnya sangat bagus, Cuma seperti yang dulu saya sampaikan sekolah kita memang sudah seperti kurikulum Merdeka. Dari aktivitas pembelajarannya, dari tugas-tugasnya kaya kalo dari kurikulum Merdeka kan itu ada P5 dan lain sebagainya sebenarnya kita juga sudah ada penampilan siswa, ketrampilan siswa, Cuma belum dibahasakan seperti halnya Bahasa kurikulum Merdeka. Kemudian kalo istilahnya sendiri menurut saya tidak jauh berbeda dengan kurikulum sebelumnya karena ada TP, ATP, yang merupakan sama saja dengan dulu kan ada IPK, kemudian indicator kompetensi dasar itu ya, terus ada kompetensi dasar, ada indicator pembelajaran, materi dan tujuan pembelajaran juga dulu sudah ada, dan di kurikulum Merdeka juga ada tujuan pembelajaran, seperti itu. Kemudian, adanya yang paling menonjol perbedaan adalah terkait ini apa namanya yang pembelajaran berdiferensiasi. Nah kalau di sekolah kita sebenarnya berdiferensiasi itu juga sudah ada artinya ada assessment yang berbeda antara siswa yang katakanlah mohon maaf kemampuannya diatas rata-rata dengan dibawah rata-rata atau karena sekolah kita juga inklusi melayani inklusi kemudian kita juga ada perbedaan tugas atau assessmentnya itu berbeda dari indicator soalnya tingkat kesulitan soalnya itu sudah berbeda dan itu kan bisa diberikan berdiferensiasi assessment nya berdiferensiasi.

Peneliti: Bagaimana type dan perbedaan modul ajar kurikulum merdeka Belajar pada aspek speaking yang anda buat?

Respondent: kalau modul ajar sendiri kita buat sendiri, jadi tim guru Bahasa Inggris akan membuat sendiri ada format dari yayasan, yang mana sudah ada terus kita kembangkan sendiri mulai dari identitas modul ajar sampai ke assessment itu kita

kembangkan sendiri. Adapun acuannya kita menggunakan buku yang kita pakai yaitu buku pearson dari pearson, ini kalau yang kelas 9 kita pakai “Gold Experience A2+”. Jadi semuanya kita adopsi dari langkah-langkah dan step-step pembelajaran dari buku pearson kita adopsikan ke pembahasan modul ajar versi kurikulum Merdeka.

Peneliti: Menurut anda, bagaimana kesulitan pembuatan modul ajar pada kurikulum Merdeka dibandingkan dengan sebelumnya, khususnya pada aspek speaking?

Respondent: kalau saya pribadi pertama kali untuk menerima modul ajar itu sebenarnya RPP itu kan ya sebenarnya RPP, RPP yang dulu wacananya hanya satu lembar ternyata modul ajar tebal sekali ya mba itu. Karena alhamdulillah di sekolah kami itu selalu terfasilitasi waktu tersendiri untuk mengola administrasi pembelajaran yang mulai dari prota prosem sampai ke RPP atau modul ajar. Itu pasti diawal semester baru entah semester gasal atau semester ganjil itu pasti ada waktu satu pekan, ada kegiatan pelatihan guru dan include disitu pembuatan administrasi pembelajaran.

Peneliti: Setelah mengajar speaking, assessment apa yang anda berikan dan dikerjakan siswa pada aspek tersebut

Respondent: kalau assessment yang kita pakai baik speaking maupun skill yang lain itu kita murni ambil dari pearson. Jadi aktivitas pembelajaran pun kita tidak keluar dari isi buku pearson, hanya kita modifikasi di bagian brainstorming kemudian aktivitas mengerjakan latihan soal itu biasanya kita modifikasi dengan work in pairs atau diskusi kelompok. Tapi selebihnya untuk core nya sendiri speaking skills nya itu kita mengacu ke instruksi dari pearson.

Peneliti: Bagaimana pendekatan pembelajaran yang anda terapkan dalam teaching speaking yang bertolak ukur pada kurikulum Merdeka Belajar?

Respondent: kalau pendekatannya kita pertama pendekatannya pasti sama, kita melakukan pembelajaran seperti biasa, kita perlakukan sama ada game ya main bareng-bareng kemudian nah kita masuk paling kalau sudah ke produktif produktif itu

yang akan kita nilai khusus speaking ya. Kita akan bagi sesuai dengan gaya Belajar mereka tentunya kita kelompok kemudian kita kasih tugas tersebut sesuai dengan intruksi yang ada di buku kemudian setelah itu, sebelum kita meminta siswa mengerjakan speaking itu kita ada tahapannya. Misal per siswa itu kita pancing dulu, stimulasi dulu dengan aktivitas ringan dimana aktivitas itu akan mengarah ke topik utama untuk penilaian speaking tadi. Contoh, misal di sebelum mereka practice speaking, saya akan membuat mereka bekerja secara berpasangan terlebih dahulu. Jadi ini melibatkan semua siswa terlebih dahulu mengarah ke gaya Belajar masing-masing. Contoh materi comparative, nah mereka akan saya setting secara berpasangan, saya akan menampilkan gambar kemudian mereka akan menyampaikan ide mereka dengan adjective yang sudah kita ajarkan penggunaan comparative. Dan setiap siswa sudah berpasangan membuat terkait itu atau Tanya jawab kemudian baru kita masuk ke topik utama. Topik utamanya misal akan membuat dialog, terdiri dari beberapa kalimat yang memuat sesuai konteks grammar yang sudah mereka dapatkan. Sudah terjadi kalau aktivitas utama itu sudah mencakup kontekstual, jadi grammarnya apa, adjective nya apa, harus mereka pakai disitu semua itu. Jadi, tahapannya pertama kita mengenalkan kosakata yang akan kita pakai, kemudian cara membuat di kalimat itu penerapannya bagaimana, baru mereka membuat secara utuh, secara kontekstual.

Peneliti: Strategi apa yang anda gunakan pada aspek teaching speaking dalam mata pelajaran Bahasa Inggris?

Respondent: strateginya ketika aktivitas speaking itu saya bagi berdasarkan gaya belajar. Seperti tadi yang kinesthetic dan audio visual mereka masih bisa kita arahkan untuk perform, jadi di depan mereka praktek di depan teman-teman, di depan kelas, mereka masih bisa aktif. Kemudian, untuk gaya Belajar yang audio atau visual saja mereka akan saya beri waktu tentunya mereka lebih lama karena butuh effort dengan anak yang special need student dan siswa itu kemudian saya nanti fasilitasi mereka content atau mereka record sendiri. Ketika sudah bisa mereka simpan, kemudian saya bisa menonton dari situ, atau kalau yang terbaru itu pakai leptop saya, jadi saya record mereka berbicara tanpa menghadap teman, jadi mereka

cukup menghadap laptop dan itu untuk menstimulasi siswa-siswa tertentu nya yang belum begitu percaya diri ketika public speaking.

Peneliti: Tantangan apa yang anda hadapi dalam kelas speaking pada kurikulum baru?

Respondent: awal masuk atau penerapan menggunakan kurikulum Merdeka ini tentunya, awalnya saya juga harus berfikir keras tentunya mempelajari dulu pembelajaran berdiferensiasi itu seperti apa, baik conten nya product nya ataupun assessment nya. Jadi, setelah mempelajari itu baru saya coba menerapkan, tentunya saya juga Belajar dari teman, dari teman ataupun dari platform kurikulum Merdeka itu. Kemudian saya coba mengikuti langkah-langkah yang ada di KM atau disinikan ada guru penggerak juga, ada guru penggerak dan saya juga bertanya ke teman saya terkait pembelajaran berdiferensiasi itu khususnya itu yang paling tidak kan itu ya. Jadi saya dikenalkan dengan pengelompokkan tipe gaya Belajar seperti itu, jadi untuk yang topiknya berbeda tatanan yang berbeda berarti sudah masuk ke differensiasi.

Peneliti: Menurut anda, apakah dengan penerapan kurikulum Merdeka Belajar pada teacing speaking membuat siswa lebih kreatif dan innovative, baik didalam project/non-project?

Respondent: kalau yang saya amati perbedaanya dengan kurikulum sebelumnya adalah saat inikan memang sudah focus ke gaya Belajar ya, jadi mereka sudah terfasilitasi seperti itu. Kalau saya amati terfasilitasi dengan yang adanya itu tadi mereka yang kurang percaya diri dengan penampilan, perform, mereka bisa ada dengan leluasa perform didepan digital seperti itu. Jadi, selain itu mempermudah saya untuk menilai, karena kan ketika saya menunggu mereka untuk dipaksa bener-bener pokoknya harus maju seperti yang lain itu kan butuh waktu yang sangat lama, nah dengan digital inikan sangat memudahkan mereka bisa tetap melakukan aktivitas speaking tapi saya juga tetap bisa mudah menilai mereka berdasarkan apa yang mereka ucapkan dalam speaking test itu.

Peneliti: Menurut anda apakah mengajar menggunakan kurikulum Merdeka Belajar pada teaching speaking sudah relevan dengan pembelajaran berbasis project?

Respondent: iya, menurut saya sudah sangat sesuai bahkan kalau di buku pearson ini ada sesi project sendiri yang biasanya saya sampaikan di setiap akhir unit, jadi saya beri waktu kurang lebih dua pekan, memang satu pekan itu untuk mereka persiapan satu pekannya lagi untuk mereka perform seperti itu. Mereka pure cari bahan sendiri saya hanya memberikan topic dan lain sebagainya sesuai dengan tugas ini, di pekan pertama mereka akan saya izinkan untuk membawa laptop untuk mengeksplor informasi-informasi yang sudah saya sampaikan kemudian mereka membuat power point nya sendiri dengan kelompoknya, kemudian di pekan berikutnya baru menampilkan project yang sudah dikerjakan.

Peneliti: Menurut anda apakah mengajar dibawah kurikulum Merdeka Belajar pada teaching speaking lebih mudah, lebih fun, dan lebih bermakna? Baik guru yang mengajar ataupun siswa yang mengalami proses pembelajaran

Respondent: bagi saya si sebagai guru mau kurikulumnya apa aja ya kita the show must go on gitu ya mba, jadi mau kurikulum KTSP, kurikulum Merdeka ataupun kurtilas bagi saya sih fine fine aja, hanya awalnya memang kita tantangan tersendiri harus berkesesuaian, harus mempelajari lebih dalam kemudian untuk penerapannya saja kan awal-awal itu kita masih meraba-raba dia ini nanti bakalan berhasil atau ngga kaya gitu. Tapi sejauh kita menjadi main actor didalam kelas saya rasa mau kurikulumnya apapun fine-fine aja si. Selama ini mau kurikulumnya apapun awalnya memang tantangan tersendiri gitu ya, tapi setelah kita menjalani dengan suka cita ya ngga masalah seperti itu. Hanya tantangannya di kurikulum Merdeka ini kan butuh apa dituntut harus Belajar terus, update diri terus kemudian dimana update diri si memang dari dulu memang harus ya sebagai guru, hanya kalau sekarang kan semuanya ter-record seperti itu, jadi bukan hanya kita Belajar, kita pengen Belajar ini Belajar itu tapi di kurikulum Merdeka ini memang semuanya harus ter-record jadi di platform Merdeka mengajar kan semuanya sudah menonton video apa, semuanya sudah ada rekamannya ada record nya tersendiri, jadi itu yang

butuh kaya antara membagi waktu mengajar dengan lapor diri katakanlah, lapor diri sudah sampai mana tahapan mempelajari Merdeka kurikulum

Peneliti: Dengan konsep diferensiasi pada kurikulum Merdeka Belajar, menurut anda apakah pada teaching speaking guru lebih fleksible untuk mencapai perkembangan siswa

Respondent: iya pastinya ada plus minus di semua kurikulum itu ya, kalau yang dulu kita mudahnya karena begitu kita masuk kelas dengan media satu, assessment satu, teknik satu, kita udah bisa untuk semuanya, minusnya adalah untuk anak-anak tertentu yang gaya belajarnya berbeda nilainya ya terpaksa harus seperti itu gitu ya. Di kurikulum Merdeka ini, tantangannya adalah guru harus banyak-banyak mempunyai cadangan, cadangan teknik mengajar, cadangan assessment, dan aktivitas pembelajarannya pun kita harus pinter-pinter mensiasati seperti itu. Kemudian, itu tadi tantangannya, kalau positifnya kita enak, enaknya apa ketika kita sudah memberikan siswa berdasarkan gaya Belajar itu, kita menilainya juga lebih mudah karena kita bener-bener misal speaking ya mungkin kita menilainya dari speaking itu, atau misal dari presentasi dengan gaya Belajar yang biasa, audio saja atau visual saja, kita fasilitasi dengan mind mapping atau membuat gambar atau komik nah itu masih oke lah ya, artinya kita mudah, artinya ada produk yang bener-bener sesuai dengan minat siswa.

Peneliti: berarti nanti yang assessment itu ada yang project dan non-project ya ustadzah, untuk yang project itu bisa mengerjakan soal-soal latihan untuk speaking, kemudian untuk yang di projectnya mereka bisa membuat video, presentasi, biasanya presentasinya per kelompok

Respondent: per kelompok

Peneliti: apakah ada presentasi yang individu mungkin?

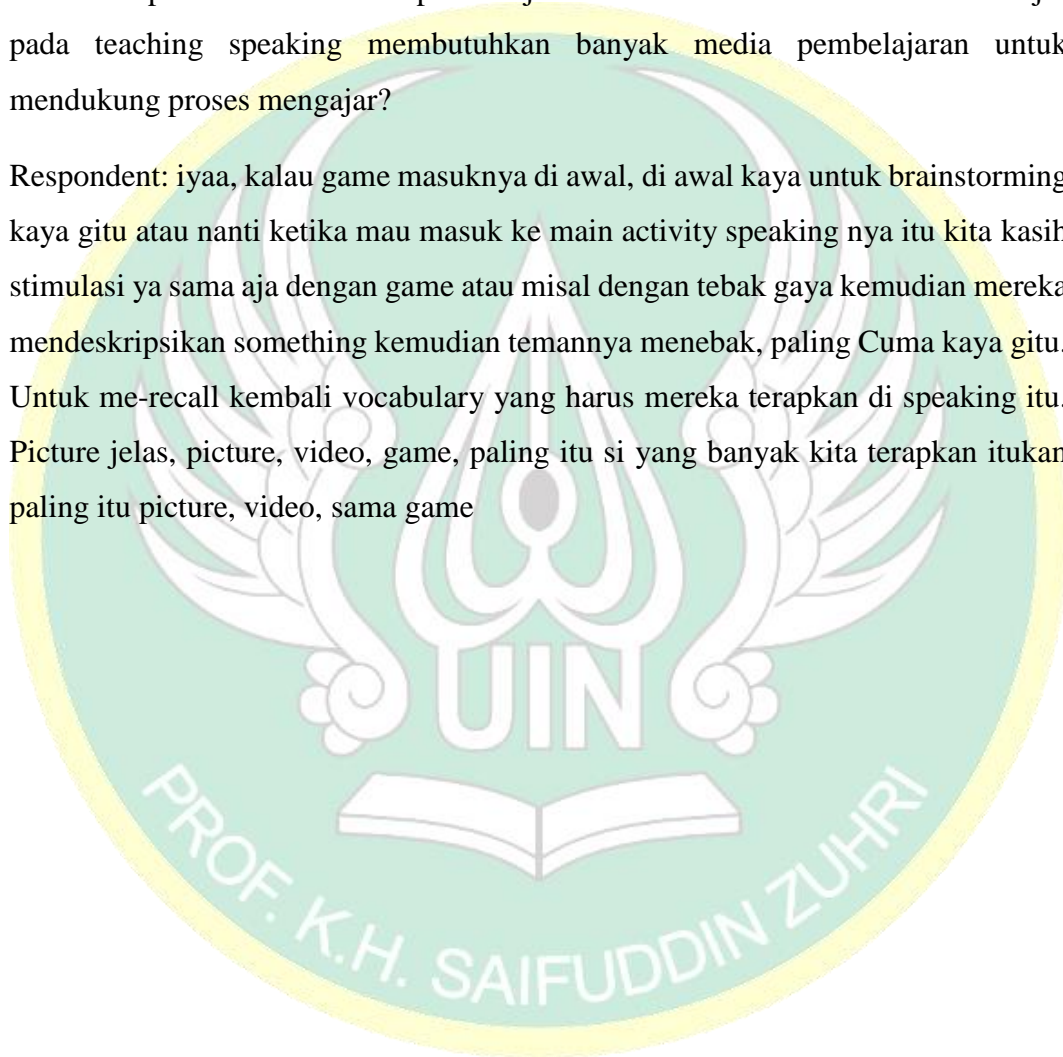
Respondent: kalau yang individu kalau project ngg ada, kebanyakan Tim

Peneliti: jadi tidak ada yang kaya story telling sendiri

Respondent: tidak ada, ada tapi itu bukan masuk ke project mba, itu masuknya ke formative, jadi mereka telling story funny story itu ada pernah melakukan itu, itu individu itu termasuknya formative. Kalau disini mengarah ke buku ini (buku Pearson) project-projecnya semua tu kelompok, semuanya dalam grup atau interest begitu.

Peneliti: Apakah menurut anda pembelajaran berbasis kurikulum Merdeka Belajar pada teaching speaking membutuhkan banyak media pembelajaran untuk mendukung proses mengajar?

Respondent: iyaa, kalau game masuknya di awal, di awal kaya untuk brainstorming kaya gitu atau nanti ketika mau masuk ke main activity speaking nya itu kita kasih stimulasi ya sama aja dengan game atau misal dengan tebak gaya kemudian mereka mendeskripsikan something kemudian temannya menebak, paling Cuma kaya gitu. Untuk me-recall kembali vocabulary yang harus mereka terapkan di speaking itu. Picture jelas, picture, video, game, paling itu si yang banyak kita terapkan itukan paling itu picture, video, sama game



Transcription of Interview Result

Interviewer : Mrs. T

Date : Wednesday, 20 March 2024

Time : 08.00-09.00

Peneliti: Bagaimana pendapat anda tentang kurikulum Merdeka belajar

Respondent: bagus yaa, ee disini lebih ke student center atau pada murid. Yang mana kan untuk apersepsinya untuk contohnya bahkan untuk assessmennya pun diharapkan kontekstual sekali ya nah paling itu. Ya jadi kaya kesan baru itu sekarang anak itu eee awal-awal agak susah karena mereka terbiasa dengan teori sekarang mereka harus menalarkan dengan situasi yang nyata tapi semakin kesini mereka semakin beradaptasi

Peneliti: Bagaimana type dan perbedaan modul ajar kurikulum merdeka Belajar pada aspek speaking yang anda buat?

Respondent: oh ya betul, kurikulum kami kan ikutnya Merdeka yang Berbagi yah. Jadi kalau sebelumnya kurtilas itu modul ajarnya seperti itu, Merdeka juga hampir sama hanyakan kita ganti istilah ya, ganti istilah dari yang syllabus jadi CP dan sebagainya itu. Terus dari modul ajar Merdeka sendiri, selain dari pemerintah kita juga melihat contohnya dari yayasan juga punya standar tersendiri, ppunya standar yang mana untuk KKTP nya misalkan itu kita menerapkan yang ini, yang menguasai kemudian belum menguasai kaya gitu loh, jadi ada basicnya sendiri. Tapi basic nya sama intinya sama hanya format nya aja yang kita samakan untuk memudahkan yayasan mengecek modul kami, paling seperti itu.

Peneliti: Menurut anda, bagaimana kesulitan pembuatan modul ajar pada kurikulum Merdeka dibandingkan dengan sebelumnya, khususnya pada aspek speaking.

Respondent: iyaa heeh, kesulitannya lebih ke apa yaa, menentukan KKTP nya ya ka ya.itukan termasuk yang subjektif ya, kaya seperti siswa bisa mendeskripsikan sebuah gambar nah itu antara KKTP dan juga dengan rubric kan brati hahrus benar-

benar detail ya untuk subjektif, nah itu jadi kita bayangkan dulu atau kita lihat sumber-sumber untuk rubric penilaiannya baru nanti kita masukkan ke KKTP nya, paling sulitnya disitu, sama kita juga mencari ide untuk apa ya, untuk metodenya agar anak itu dia berani speaking gitu loh, jadi kalau speaking kalau saya piker si lebih lebih tantangan dibagian mencari rubric sama metode agar mereka tu berani lebih disitu kesulitannya.

Peneliti: Setelah mengajar speaking, assessment apa yang anda berikan dan dikerjakan siswa pada aspek tersebut?

Respondent: lisan of course, pakai lisan terus ada kaya worksheet nya misalkan kalau ini ya disajikan sebuah gambar lalu ada instruksi disitu describe this picture in forty second atau in thirty second nah gitu describing, kalau picture. Contoh lain ada situasi "in case of you are in a new city and you're as the new comer here a there and you want to go to somewhere please ask to the citizen there's to go to some place". Disediakan sebuah map, gitu nah nanti Tanya terus dia juga menjelaskan di map ini kemana arahnya gitu. Jadi ada worksheet nya, mereka baca terus mereka langsung mengatakan kan biasanya juga saya kasih tau kisi-kisi sebelumnya speak nya besok kek gini ya, jadikan siapkan dulu kosakata bidang ini.

Peneliti: Bagaimana pendekatan pembelajaran yang anda terapkan dalam teaching speaking yang bertolak ukur pada kurikulum Merdeka Belajar?

Respondent: kalau yang spontan tu biasanya lebih keketika aktivitas sehari-hari. Jadi ketika masih materi belum assessment masih materi kok kaya nya saya mau ambil assessment untuk describing picture nih, berarti ya saat activity saya tayangkan gambar yang berani siapa? Terus kadang ada reward juga ya sekedar apalah, pulpen 5000 lah gitu ya, yang berani silahkan sampaikan, benar salah ada rewardnya seperti itu. Biasanya sih kalau mereka ada kaya point, ada kaya reward, itu mereka tu semangat untuk membacakan, tapi ya ngg semua juga sih, yang emang mereka malu-malu aja. Kadang mereka yang spontan itu ngg berani bicara, ketika dikasih waktu persiapan satu hari mereka jadi bisa itu.

Peneliti: Strategi apa yang anda gunakan pada aspek teaching speaking dalam mata pelajaran Bahasa Inggris?

Respondent: iya ketika work in group ya kita main nya main point ya mba ya, main point jadi nanti ustadzah akan berkeliling dan melihat untuk activity kalian sebagai nilai proses nah itu, nilai proses ketika in group nya bagaimana, nanti setelah in group ada point juga ada nilai hasil yakan mungkin presenting atau mungkin practicing atau mungkin role playing gitu kan. Nah jadi proses ada ketika nanti performnya juga ada itu dengan pakai point. Atau juga kadang saya Tanya langsung karena saya yakin anak nya sebenarnya bisa mereka bisa, mereka gamau aja. Jadi kadang saya Tanya, okey, you what can you see here? People ustadzah, oke people,, what is you wearing? Dia lagi pakai apa, dia pasti akan jawab hanya memang kalau diminta mereka untuk tiba-tiba describe this person, pasti mereka ngg akan ngomong, tapi kalau mereka saya Tanya “mereka pakai apa, rambutnya bagaimana, akan jawab.

Peneliti: Tantangan apa yang anda hadapi dalam kelas speaking pada kurikulum baru?

Respondent: yang saya alami si karena kan ini kan lebih mengutamakan yang teachers yang eh sorry student center. Nah itu kalau saya rasakan itu justru ya apaya waktunya banyak trpakai tapi tetap anak itu butuh ceramahnya teacher kaya gitu. Jadi, meskipun ada new concept coba work in group atau collaborative, please try to find the concept of this material coba temukan atau coba bagaimana bla-bla-bla udah, tapi nanti ketika presentasi pun oiya bagus terus anak anak itu jarang mencatat apa yang teman-teman presentaasikan, jadi ketika tadi apa kata kelompok dia? Sekelas-kelas, akhirnya kembali ke LCD ke power point yang buaan saya tadi, baru mereka mencatat oo gitu saya, ooh brati mereka masih sudah berusaha untuk student center cuman meeka masih polanya kalau bukan guru yang ngasih saya ngg nulis kek gitu loh.

Peneliti: Menurut anda, apakah dengan penerapan kurikulum Merdeka Belajar pada teaching speaking membuat siswa lebih kreatif dan innovative, baik didalam project/non-project?

Respondent: ya exactly, project si ya dulu sebenarnya sudah sering ketika masih K13 berupa dulu bahasanya masih kaya PR, sekarang jadi project. Anak atif sih dengan apalagi dengan differensiasi ya jadi misalkan ada diminta untuk meninterview guru terkait dengan hobby dan bla-bla-blanya, kalian boleh melaporkan dalam bentuk tulisan boleh dalam bentuk hasil video, boleh dalam bentuk report to listen atau report to video, nah itu mereka tuh kaya antusias diyang anaknya memang dia senang dengan kamera ya mereka presentasi video kaya reporter gitu, kalau yang mereka sukai dengann tulis ya mereka pakai berupa ketikan word, ada juga yang berupa power point mereka presentasi depan kelas juga ada, mereka lebih aktif dan kreatif, dan juga ya mereka jadi memakai alat-alat yang mereka sukai kek gitu.

Peneliti: Menurut anda apakah mengajar menggunakan kurikulum Merdeka Belajar pada teaching speaking sudah relevan dengan pembelajaran berbasis project?

Respondent: pas dengan anak-anak masa sekarang, iyaa

Peneliti: Menurut anda apakah mengajar dibawah kurikulum Merdeka Belajar pada teaching speaking lebih mudah, lebih fun, dan lebih bermakna? Baik guru yang mengajar ataupun siswa yang mengalami proses pembelajaran?

Respondent: iya, si anak-anak kelihatan lebih fun memang, untuk guru tantangannya ya kita harus mempersiapkan lebih, mempersiapkan dengan cara yang menyenangkan, dengan cara yang anak bisa berkolaboratif tapi anak bisa paham. Dengan seminimal mungkin guru explain tantangannya it, kalau anak-anak si mereka seringnya lebih fun. .

Peneliti: Dengan konsep diferensiasi pada kurikulum Merdeka Belajar, menurut anda apakah pada teaching speaking guru lebih fleksible untuk mencapai perkembangan siswa?

Respondent: iya speaking nya kalau untuk yang summative saya samakan speaking nya perform di live ya di hadapan saya, tapi kalau untuk yang project kaya tadi boleh berupa video, boleh berupa power point, yang nanti akan dipresentasikan kaya gituboleh berupa tertulis sesuai dengan kesenangan mereka. Nah untuk itu kadang kalau itu majunya saya tawarkan yang sudah siap silahkan maju dulu gitu, harapannya ya biar mereka ngga bosan ya mau wong saya udah siap ya ngapain saya harus urut absen sih gitu. Jadi yang siap maju dulu, nah yang absen-absen di absen awal koh mereka belum siap yaudah siapkan dulu ajaitu mungkin dengan cara salah satu di kelas saya si seperti itu. Jadi dengan membedakan antara yang sudah siap dengan yang belum dengan panduannya dan juga untuk waktunya juga saya serahkan ke yang sudah siap silahkan maju dulu. Dan juga tadi cara ketika submitting project nya itu aja si.

Peneliti: Apakah menurut anda pembelajaran berbasis kurikulum Merdeka Belajar pada teaching speaking membutuhkan banyak media pembelajaran untuk mendukung proses mengajar?

Respondent: lebih banyak bisa.jadi untuk speaking, speaking kan ya fokusnya mba hana ya, speaking eee sebelum mereka itu speak-up sendiri ada beberapa contoh dulu, ya jadi contoh dulu mungkin video mungkin audio yang mana beberapa prom yang akan mereka pakai di materi ini diperdengarkan dulu, “oooyaya” setelah ada kaya modeling nya, modeling yang mereka dari video materi audio nah baru harapan mereka bisa membuat sendiri dan mampu menambahkan sendiri. Dan lebih ini sih lebih butuh real model nya ya yang dari native nya kan ga boleh dari saya aja gabisa ya bisa. Jadi saya cari video-video yang dari native yang anak bisa kontek ketika prom-prom itu dipakai untuk speaking mereka nanti.

dihapuskan sama mereka. Jadi memang ketika awal MoU Perason sudah menyatakan untuk al irsyad kami bersedia untuk megadaptasi content atau eee sumber Belajar kami sesuai dengan al irsyad, jadi insyaallah aman.

Transcription of Interview Result

Interviewer : Mrs. A

Date :Saturday, 23 March 2024

Time : 08.00-09.00

Peneliti: Bagaimana pendapat anda tentang kurikulum Merdeka belajar?

Respondent: kalau secara umum sih menurut saya sih sebenarnya konsep nya bagus gitu yaa, karena di kurikulum Merdeka itu sebenarnya yang dirubah adalah mee bagaimana sisiwa itu diubah perilakunya seperti itu, dirubah perilakunya kemudian eee dari guru nya pun eeee ada perubahan terkait dengan ini yaa misalkan diferensiasi gitu ya dimana guru itu bukan hanya mematok siswa itu nilai hanya dari satu sisi misalkan kalau misalkan diferensiasi perbedaan untuk yang product, ketika ingin meengumpulkan suatu tugas ternyata bukan hanya dengan satu hasil yang semua itu harus sama itu nanti dikemabalikan kepada bakat Sminat siswa seperti itu, itu kalau product contohnya. Kalau dalam Bahasa inggris nih, eee saya liat seperti ustadzah ela apaya, mendeskripsikan terkait dengan binatang apapa itu ya waktu itu ya, ketika anak mendeskripsikan tujuan TP nya itu mendeskripsikan maka siswa itu tidak harus selalu dengan bicara, mungkin juga ada sisw yang memang dia punya eeee hal yang lain contohnya dia dengan rekaman dia video mendeskripsikan, atau mendeskripsikan dengan sebuah eee power point yang dia buattt gitu yak an kan itu bisa mendeskripsikan gitu, ngga harus selalu eee tertulis apa dia harus berbicara langsung trgantung kepada bakat minat siswa.

Peneliti: Apa type modul ajar kurikulum Merdeka yang diterapkan di sekolah ini?

Respondet: kaaalo al irsyad kita tiga, emm Mandiri Berbagi eeee alasannya ini ya eee kalau yang pilihan kedua kan masih semuanya itu ngikut dari pemerintah kalau yang kedua, kalau yang ketiga sudah di sesuaikan dengan budaya kita, kalau al irsyad pertama dilihat dari jam masuknya saja sudah beda, kalauuuuuu struktur kurikulum yang dari pemerintah itu ka hanya kurang lebih 48 jam apaya se satu minggu. Sedagkan kita al irsyad itu ada 53 kalo SMP, dari itu ya saja sudah berubah

sudah beda looh, kalau kita nanti memilih yang kedua berarti semuanya harus nurut dari pemerintah

Peneliti: Apa tantangan yang anda hadapi dalam mengintegrasikan prinsip kurikulum Merdeka belajar dalam kurikulum sekolah?

Respondent: yaaaaa kalo kendala ya kendala yang dihadapi si namanya juga merubah paradig dari lama ke yang baru ya pastinya yang pertama adalah eeeee focus dari siswa itu harus bisa apa secara kontekstual tentunya ini akan berpengaruh pada metode seorang guru itu mengajar. Yang awalnya mungkin hanya ceramah hanya yang sifatnya teori, tapi kalo sekarang ngga boleh kita menyampaikan tujuan Belajar hari ini kita apa itu ngg boleh, tapi harapannya adalah anak-anak kita akan Belajar eeeee materi yang seirng kalian temui siapa saja coba yang hari ini ketika mau berangkat salaman? Siapa yang saja kamu temui apa aja yang kamu lakukan, nah berangkat dari sesuatu pengalaman siswa kemudian dibawa ke ee suatu materi atau teori seperti itu. Jadi, bukan teorinya dulu tapi kita berangkat dari pengalaman-pengalaman mereka secara kontekstual.

Peneliti: Bagaimana peran anda sebagai waka kurikulum dalam memfasilitasi guru-guru dalam menerapkan pendekatan kurikulum Merdeka belajar dalam kegiatan teaching?

Respondent: kalau di al irsyad kita ada yang namanya biro kurikulum di LPP jadi di atasnya kita itu yang diatasnya kita LPP (Lajnah Pendidikan dan Pengajaran) Lajnah LPP itu membawai dari TK sampai dengan SMA. Di dalam LPP itu, ada salah satu biro nya kalau bironya banyak biro keuangan, biro SDM, nah salah satunya adalah biro kurikulum. Biro kurikulum itu memfasilitasi kami dari tk sampai sma untuk bertemu dan koordinasi, mengapa karena untuk kurikulum Merdeka ini eeeee fase ABCD harapannya itu eee anak itu mampu melakukan sesuatu hal itu secara berlannjut. Sehingga, disini eee antar kurikulum antar unit itu memang kita ada komunikasi ada koordinasi dan begitu juga untuk memfasilitasi memfasilitasi sis eeee gurunya gitu ya, kita ada forum yang namanya KKG (kelompok kerja guru) itu satu minggu ketemudalam wajtu dua jam untuk

mengkomunikasikan, permasalahan apa dan sebagainya disitu. Sedangkan terkait dengan kendala-kendalanya maka kurikulum akan merangkum kita bawa ke LPP kita sampaikan begitu juga dengan unit-unit yang lain kalau itu merucut kepada satu permasalahan yang sama, biasanya dari LPP itu memberikan solusinya adalah ada pelatihan, kita akan mendatangkan eeeee yaaa dalam hal ini yang berkompeten gitu ya dari puskur atau dari mana atau eee pembicara dari luar itu memberikan pelatihan kepada kami yang biasanya itu kami laksanakan awal pembelajaran di semester satu dan semester dua, itu biasanya ada pelatihan sama-sama. Nah kalau pendekatan eeeee terkait dengan ininya ya eee kita ngecek kita kroscek dan sebagainya pada saat KKG itu, itu jadi ada forum itu KKG itu per mapel.

Peneliti: Apa langkah-langkah yang anda ambil untuk memastikan flexibilitas kurikulum Merdeka belajar dalam menyesuaikan kebutuhan dan minat siswa?

Respondent: eeeeeee dalam hal ini brati kontrolnya ya? Kontrol dari manajemen? Control dari manajemen pertama tadi ya sama diwadah KKG itu yang pertama, kemudian yang kedua kegiatan observasi atau kegiatan supervise yang dilakukan oleh eeeee manajemen pada saat di kelas, seperti itu. Kontrolnya disitu, disitu kan nanti biasanya ada coaching ya ada setelah kegiatan kita ada coaching gimana ustadzah eee apakah tadi sudah sesuai dengan yang di scenario kan dalam em modul ajarrrr gitu kan.

Peneliti: Bagaimana anda sebagai waka kurikulum mengevaluasi efektifitas dalam meningkatkan kualitas pembelajaran dalam konteks kurikulum Merdeka belajar?

Respondent: kalau kualitas kualitas guru mengajar bisa dilihat tadi ya dari hasil supervisi ataupun dari hasil eeee summative hasil summative siswa seperti itu ust, kalau dari hasil summative pertama yang akan kita control adalah emmmmm summative nya. Jadi apakah soal summative yang di buat itu sudah sesuai dengan TP, disini TP yang kita buat itu lebih mengarah kepada tokkk tokkkk tokkk kontekstual dalam hal kontekstual eee contohnya siswa dapat menyelesaikan permasalahan kontekstual di lingkungan masyarakat, berarti soalnya itu bukan soal jelaskan yang dimaksud dengan itu ngga, tetapi ada sebuah kasus ada suatu berita

dan sebagainya, nah disitukan bisa kita lihat dari hasil nilainya. Pertama yang dilihat berarti efektif apa engga nya soal yang dibuat oleh guru, kebetulan soal semua soal summative yang di buat oleh guru itu harus di ACC terlebih dahulu oleh manajemen. Jadi ada semacam spreadsheet nya soal tentang apa TP nya apa soalnya apa kalau belum sesuai maka harus diperbaiki dulu, kalau udah sesuai silahkan di ini itu sudah ada. Nah abis itu nanti kita baru lihat nilai siswa nya seperti itu.

Peneliti: Apa dampak yang anda lihat sebagai waka kurikulum dari penerapan kurikulum merdeka terhadap kualitas pembelajaran dan minat bakat siswa?

Respondent: eeee sebenarnya sih mungkin belum belum 100% ya sesuai dengan yang diharapkan, tapi saya melihat ketika kurikulum Merdeka itu kita terapkan kepada siswa yang berangkat dari pengalaman-pengalaman mereka, siswa itu eeee akan lebih ini eeeee apaya memahami bahwa ohhh ternyata ini bukan berdiri sendiri ya tetapi ohhh ini contoh dari materi ini tohh ini ini ini dan sebagainya itu itu yang pertama. Kemudian kesulitan yang mungkin yang dihadapkan oleh guru itu sendiri yang mungkin tidak semua materi itu bisa berangkat dari sesuatu yang ada di lingkungan.

Peneliti: Bagaimana pendapat anda terkait pemanfaatan teknologi dalam mendukung penerapan kurikulum Merdeka belajar di sekolah ini?

Respondent: menurut saya sih, menurut saya sih eeee dukungan utama ya salah satunya teknologi itu ya, anak itu ya lebih tertarik. Karena seperti P5 aja yang namanya gelar karya kita ngga ngga selalu dipanggung gitu ya ngga ya, tapi gelar karya itu bisa misalkan dengan cara eeee silahkan share di ig nya maasing-masing eeeeeee nanti yang dapet like nya paling banyak dalam satu kelas dapet rewardkaya gitu, itukan eeee menggelar karya mereka untuk orang lain kan seperti itu Cuma pakenya tehnologi seperti itu.

Appendix 5

MODUL AJAR BAHASA INGGRIS

Chapter 8 - Grammar

No.	Komponen	Deskripsi / Keterangan			
1.	Identitas Sekolah				
	Nama Penyusun	Waryanti, S.Pd.			
	Nama Institusi	SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO			
	Tahun Penyusunan Perangkat Ajar	2024			
	Tema	Getting Away			
	Fase/Kelas/Semester	D/9/ 2			
	Alokasi Waktu	2JP			
2.	Tujuan Pembelajaran	1. Dapat memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)			
3.	Skenario Asesmen	<p>Jenis Aesmen :</p> <ul style="list-style-type: none"> a. Asesmen awal pembelajaran <ul style="list-style-type: none"> - Peserta didik diberikan pertanyaan terkait kosakata tentang regular and irregular verb bentuk participle. - Peserta didik menentukan kosakata participle verb sesuai pemahamannya. b. Asesmen Formatif <ul style="list-style-type: none"> - Tes tertulis: Peserta didik menentukan kata kerja participle dengan benar sesuai konteks. - Performance test: Peserta didik menuliskan dan menyampaikan empat pertanyaan tentang travelling menggunakan participle verb sesuai dengan pilihan tema yang diberikan. c. Asesmen Sumatif <ul style="list-style-type: none"> - Performance test: Peserta didik melakukan tanya jawab terkait pertanyaan yang sudah dibuat secara percaya diri. - Tes Tertulis: Peserta didik mengerjakan soal tertulis 			
4.	Kriteria Ketuntasan Tujuan Pembelajaran				
	Aspek		Kecakapan		Kriteria Ketuntasan
		Belum Konsisten	Konsisten	Layak Mahir	

	memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)	Belum menunjukkan kemampuan dalam memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)	Menunjukkan kemampuan dalam memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)	Menunjukkan konsistensi kemampuan dalam memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)	Menunjukkan konsistensi penerapan kemampuan dalam memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)	1
5.	Kompetensi Awal					
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik mengenal kosakata tentang participle verb regular dan irregular (V3).				
6.	Pemahaman Bermakna					
	Dengan mempelajari kalimat tentang present perfect tense, sebagai seorang muslim diharapkan dapat menyampaikan pengalaman di beberapa waktu lampau sesuai dengan norma agama islam yang merupakan salah satu perwujudan sebagai pribadi yang mutqin.					
7.	Profil Pelajar Pancasila					
	Profil Pelajar Pancasila yang berkaitan	<ul style="list-style-type: none"> a. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia. Menghayati kebesaran ciptan Tuhan Yang Maha Esa b. Bergotong royong Melakukan kolaborasi dalam kegiatan kelompok c. Mandiri Memahami potensi diri dan situasi d. Bernalar Kritis Memperoleh dan memproses informasi serta gagasan dengan baik. e. Kreatif Memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan. 				
8.	Model Pembelajaran	Tatap Muka menggunakan PPP (presentation-practice-production)				
9.	Sarana dan Prasarana					

	Fasilitas	Komputer/laptop Video dan Gambar Sumber : Buku Panduan Guru dan Buku Siswa - ENGLISH Gold Experience A2+, penerbit: Pearson),						
	Lingkungan Belajar	Kelas, lingkungan sekitar sekolah						
	Catatan Tambahan	-						
10.	Target Peserta Didik							
	Kategori Peserta Didik	Siswa regular						
Langkah-langkah Pembelajaran								
	❖ Pertemuan 1	Kegiatan Pembelajaran						
	Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Guru dan peserta didik menyampaikan salam dan berdoa. 2. Guru melakukan presensi kehadiran peserta didik. 3. Guru memberikan penguatan adab dalam pembelajaran. <p>Warm up:</p> <ol style="list-style-type: none"> 4. Peserta didik diberikan pertanyaan pemantik: <ul style="list-style-type: none"> - 'Have you ever visited this country, and what made you interested in this place?' <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A Wales</td> <td>C Australia</td> <td>E Portugal</td> </tr> <tr> <td>B America</td> <td>D Spain</td> <td>F Ibiza</td> </tr> </table> <ol style="list-style-type: none"> 5. Peserta didik menyebutkan jawaban sesuai dengan pendapat mereka. 6. Peserta didik menyaksikan video tentang pengalaman liburan seseorang dalam slide. 7. Peserta didik dan guru mendiskusikan kalimat yang disampaikan tokoh dalam video yang sesuai dengan materi present perfect. 8. Peserta didik mengaitkan materi yang akan dipelajari dengan kebermanfaatan di kehidupan sehari-hari. 	A Wales	C Australia	E Portugal	B America	D Spain	F Ibiza
A Wales	C Australia	E Portugal						
B America	D Spain	F Ibiza						
	Kegiatan Inti (65 menit)	<p><i>(Diferensiasi konten)</i></p> <ol style="list-style-type: none"> 1. Peserta didik menganalisis nama tempat yang disediakan sebelumnya, kemudian menentukan tempat mana yang sesuai dengan speaker dalam video yang pernah mereka kunjungi. 2. Peserta didik melengkapi explore grammar dengan kosakata pada act. 1 p.96 3. Peserta didik membandingkan penjelasan explore grammar present perfect dan grammar reference dengan jawaban mereka. 						
	Presentation							

		<p>4. peserta didik dan guru mendiskusikan pemahaman siswa sesuai konteks present perfect.</p> <p>5. Peserta didik menentukan kata kerja participle yang benar sesuai konteks pada aktivitas 3 dan 4 p. 96 secara mandiri.</p> <p>6. Peserta didik menganalisis beberapa pesan tentang holiday, kemudian melengkapi pesan rumpang dengan kata kerja participle yang tersedia secara tepat sesuai konteks.</p> <p><i>(Diferensiasi produk)</i></p> <p>7. Peserta didik menyampaikan pendapat nya tentang jawaban yang diperolehnya.</p> <p>8. Peserta didik dan guru mendiskusikan jawaban yang benar sesuai kontkes present perfect yang sudah dipelajari secara kolaborative.</p> <p>9. Guru memberikan feedback atas jawaban siswa.</p>
	Practice	<p>1. Peserta didik menuliskan dan menyampaikan empat pertanyaan tentang travelling dengan tema yang disediakan secara tepat sesuai konteks present perfect tense. (performance test) <i>(Diferensiasi Produk)</i></p> <p>2. Guru memberikan apresiasi terhadap penampilan peserta didik.</p>
	Production	<p>1. Peserta didik dibentuk kelompok kecil sesuai gaya belajar siswa. <i>(Diferensiasi Proses)</i></p> <p>2. Peserta didik melakukan tanya jawab terkait pertanyaan yang sudah dibuat kepada teman dalam satu kelompok masing-masing secara kolaborative.</p> <p>3. Peserta didik beserta kelompoknya mempresentasikan hasil jawaban teman dalam kelompoknya yang menjawab 'iya dan tidak' (untuk kelompok gaya belajar kinestetik, audio-visual); bagi kelompok visual dan audio menuliskan hasil jumlah jawaban temanya di selembar kertas dan dikumpulkan.</p> <p><i>(Diferensiasi Produk)</i></p>
	Penutup (5 menit)	<p>1. Peserta didik dengan guru menyebutkan kembali semua kosakata yang telah dipelajari dengan benar dan tepat.</p> <p>2. Peserta didik menjawab pertanyaan dari guru seputar hal apa yang menarik bagi mereka selama proses pembelajaran hari tersebut.</p>

		<p>3. Peserta didik mengungkapkan perasaannya mengenai proses pembelajaran yang telah dilakukan.</p> <p>4. Peserta didik yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.</p> <p>5. Peserta didik mengucapkan salam</p>
12.	<p>Refleksi Peserta Didik dan Guru</p> <p>Refleksi peserta didik, peserta didik mengevaluasi pengalaman belajar yang telah dilakukan, apa yang diketahui, masalah apa yang muncul dan bagaimana upaya mengatasinya. Peserta didik juga mengevaluasi manfaat yang didapatkan seorang muslim belajar tentang present perfect tense dan bagaimana mengaplikasikan dalam menentukan rules dengan bijak sesuai standar yang ditentukan.</p> <p>Refleksi Guru</p> <p>Sejauh mana proses belajar mencapai tujuan, apakah semua peserta didik terlibat dalam kegiatan diskusi, apa yang bisa dilakukan untuk membuat peserta didik aktif</p>	
13.	<p>Pengayaan dan Remedial</p> <p>Pengayaan</p> <ul style="list-style-type: none"> • Pengayaan: Berisi informasi tentang kegiatan pembelajaran yang dapat digunakan guru untuk siswa yang memiliki minat tinggi terhadap topik/kegiatan pembelajaran atau memperlihatkan penguasaan kompetensi yang lebih tinggi dibanding kompetensi yang sedang dipelajari. Kegiatan Pengayaan yang dilakukan berupa kegiatan pengembangan aktifitas yang sesuai dengan tujuan pembelajaran di Unit 8, yaitu: <ol style="list-style-type: none"> 1. Siswa menuliskan pengalaman liburan semester lalu menggunakan present perfect tense pada satu lembar kertas besar, kemudian ditempel di kelas. <p>Remedial</p> <ul style="list-style-type: none"> • Remedial: Berisi informasi tentang kegiatan pembelajaran untuk peserta didik yang ingin memperkuat pemahaman pada kompetensi sebelum kompetensi yang sedang di pelajari atau untuk peserta didik yang memperlihatkan penguasaan kompetensi yang lebih rendah dibanding kompetensi yang sedang dipelajari. Kegiatan remedial dilakukan melalui kegiatan: <ol style="list-style-type: none"> 1. Mengikuti kegiatan penguataan konsep penerapan yang sesuai dengan tujuan pembelajaran. 2. Siswa melakukan tutor sebaya dengan teman yang sudah mencapai tujuan pembelajaran 	

Purwokerto, 28 Februari 2024

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Mustamim Luthfi, S.Pd.I.

Waryanti, S.Pd.

LAMPIRAN 1
DATA PEMETAAN PESERTA DIDIK

A. HASIL ASESMEN KOGNITIF AWAL PEMBELAJARAN

NO	NAMA	KECAKAPAN			
		BELUM KONSISTEN	KONSISTEN	LAYAK	MAHIR
1					
2					
3					
4					
JUMLAH					
% JUMLAH					

B. HASIL ASESMEN NON KOGNITIF (GAYA BELAJAR)

NO	NAMA	GAYA BELAJAR		
		VISUAL	AUDITORIAL	KINESTETIK
1				
2				
3				
4				
JUMLAH				
% JUMLAH				

LAMPIRAN 2 (LKPD)

GRAMMAR

1 Read the grammar box and choose the correct words to complete the rules.

explore **grammar**
→ p140

present perfect

We use the present perfect simple to talk about an experience at some time in the past. We **say** / **don't say** exactly when it happened.

Jack **has done** lots of different activities.

There are lots of exciting activities you probably **haven't done** before.

ever and never

We use **ever** to ask if something has happened. We use **never** to say that something has not happened.

Have you **ever** thought about doing something completely different?

She's **never** enjoyed sport.

just, already and yet

Beth has **just** started having tennis lessons. (= a **long** / **short** time ago)

It's **already** become a very popular camp. (= **sooner** / **later** than someone expected)

Have you discovered the fun of summer camp **yet**? (= I **expect** / **don't expect** this to happen.)

5 Read the text messages (A–C) people sent from airports when they were going on holiday. Complete them with the present perfect form of these verbs.

already / have already / tell just / ask just / say
never / fly not arrive / yet

A At the airport and still waiting. We
1 three cups of coffee. Our plane is delayed. It seems the pilot is on his way, but he 2

B We're waiting to go through security. My dad 3 me if I've got my passport with me. I 4 him three times that it's in my bag. Why can't he just relax and trust me?

C I'm travelling to New York with my family. My gran 5 before and she's really nervous. She 6 that she'll be fine if she can open the window when we're in the air. I think I'll try not to sit next to her!

2 **8.1** Watch or listen to people talking about their holiday experiences. Match the speakers (1-5) with the places they have visited (A-H).

A Wales	C Australia	E Portugal	G Dubai
B America	D Spain	F Ibiza	H Greece

3 **8.2** Complete the sentences with the present perfect form of the verbs in brackets. Watch or listen again and check your answers.

- I (visit) Dubai, America, France and Spain but I (not be) to Japan.
- I (eat) snails on holiday in France and I (see) jellyfish in Portugal.
- I (already / be) to Wales this year.
- I (just / get back) from a week's holiday in France.
- I (be) to the Greek islands but I (never / visit) Spain.
- I (stay) in a rainforest overnight. I (be) to the beach in Australia. I (also / visit) Europe.
- I (sail) on a glass-bottom boat and seen the fish beneath me.
- I (be) scuba-diving in Ibiza with my family.

4 Choose the correct words to complete the sentences. Which sentences are true for you? Work in pairs and compare your answers.

- I've **never** / **ever** been to America.
- I've **yet** / **already** been on holiday once this year.
- I haven't been to Australia **already** / **yet**, but I'd like to go one day.

Speak up

6 Write four questions about travelling using 'Have you ever ...?'. Use these ideas or your own ideas.

be ill on holiday eat something unusual
fly in a helicopter forget your ticket ride on a camel
see a jellyfish travel by boat visit the USA


7 Ask your questions from Ex 6 to different students. Who gave the most 'yes' answers?

game ON

Work in pairs. Guess what your partner has done. Use the present perfect and *never, just, already* and *yet*. Tell your partner. Are you right?

I think you haven't finished your history project yet.

Yes, that's true!



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LAMPIRAN 3 INSTRUMEN ASESMEN

1. Tes Tertulis

Tujuan Pembelajaran: Dapat memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)

Contoh skenario:

- **Skenario guru:**
 - Guru menampilkan video tentang beberapa speaker yang menceritakan tentang pengalaman liburanya dalam slide.
 - Guru meminta siswa menentukan kata kerja participle/present perfect dalam kalimat rumpang sesuai dengan konteks dan informasi dalam video.
- **Skenario siswa:**
 - Peserta didik menuliskan kata kerja present perfect dengan benar sesuai informasi dalam video.

2. Tes Unjuk Diri (Performance test)

Tujuan Pembelajaran: Dapat memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)

Skenario guru:

- Guru menampilkan beberapa topik terkait travelling dalam slide.
- Guru meminta siswa membuat empat kalimat pertanyaan menggunakan 'Have you ever ...' dan topik travelling yang disediakan sesuai dengan konteks present perfect tense.

Skenario siswa

- Peserta didik membuat kalimat pertanyaan sesuai dengan konteks dan topik secara tepat.

- Peserta didik menyampaikan kalimat yang sudah dibuat dengan percaya diri.

Soal: Write four questions about travelling using 'Have you ever ... ?'. Use these ideas or your own ideas.

- be ill on holiday
- eat something unusual
- fly in a helicopter
- forget your ticket
- ride on a camel
- see a jellyfish
- travel by boat
- visit the USA

3. Sumatif

Tujuan Pembelajaran:

Dapat memberikan atau mencari pandangan dan pendapat pribadi dalam mendiskusikan topik-topik yang menarik. (present perfect tense)

a. Indikator soal

- a) Indikator asesmen praktik berbicara (presentation): Siswa dapat melakukan tanya jawab terkait topik travelling dengan menggunakan kalimat present perfect tense secara tepat.

No	Nama Siswa	Aspek									Rata-rata
		Kelancaran			Ketuntasan			Pelafalan			
		1	2	3	1	2	3	1	2	3	
1.											
2.											
3.											

Kelancaran:

1. Jeda lama dalam berkomunikasi
2. Sedikit jeda dalam berkomunikasi
3. Berkomunikasi tanpa jeda yang lama

Ketuntasan:

1. Kesulitan berkomunikasi
2. Sedikit kesulitan berkomunikasi
3. Berkomunikasi dengan baik

Pelafalan:

1. Kesulitan melafalkan
2. Sedikit kesulitan melafalkan
3. Lancar melafalkan.

- b) Indikator soal asesmen sumatif tes tulis

	Indikator soal	Score
--	----------------	-------

No Soal		Nomor soal	Benar per nomor	Salah per nomor	
Act. 1	Disajikan sebuah teks rumpang tentang sebuah email pengalaman liburan seseorang, peserta didik menentukan kata kerja participle secara tepat sesuai konteks.	1-12	1	0	
Act. 2	Disajikan kalimat rumpang tentang travelling, peserta didik Menyusun menjadi kalimat present perfect dengan benar sesuai konteks.	13, 14, 15, 16	2	0	
Total score		20 x 5 = 100			
Rubrik Penilaian:					
<table border="1"> <tr> <td>Jumlah benar x 5 20 x 5 = 100</td> </tr> </table>					Jumlah benar x 5 20 x 5 = 100
Jumlah benar x 5 20 x 5 = 100					

b. Soal Sumatif (Performance)

Skenario:

Guru:

- membentuk siswa dalam kelompok kecil sesuai dengan gaya belajar siswa.
- mengarahkan siswa untuk menganalisis grammar reference tentang present perfect tense.
- meminta siswa melakukan tanya jawab terkait topik travelling sesuai dengan konteks present perfect tense.

Siswa: Peserta didik Bersama kelompok kecilnya menyampaikan hasil jawaban teman dikelompoknya terkait tanya jawab travelling dengan percaya diri.

Soal:

Ask your questions from Ex 6 to different students. Who gave the most 'yes' answers?

c. Soal Sumatif (Tes tulis)

Act. 1: Complete the email with one word (or a contraction) in each gap.

Hey!

We **1. have/were** arrived at the campsite and it's **2. yet/just** started raining! I've camped a few times but I've **3. ever/never** camped in the rain before. Mum and Dad have brought a lot of food. Mum **4. has/is** made some sandwiches and we're eating them inside the tent. I've **5. Already/ever** eaten about five – I'm SO hungry! We **6. Were/haven't** been into the village **7. Yet/just** because it's so wet, but we'll go soon. Have you **8. Just/ever** been to this area? It looks very pretty (in the rain!). We **9. 've/were** all packed hiking boots to walk in the hills. I hope it's sunny tomorrow.

10. I/we 've all come a long way and we want to have a good holiday. Oh well!

11. Did/Have you planned your next holiday **12. ever/yet** ? Check the weather forecast before you do!

Speak soon

Mattix

Act. 2: Complete the sentences using the present perfect simple.

13. parents / ever / travel in Africa?

..... ?

14. Tom / just / walk into the café. I'll ask him to call you.

..... I'll ask him to call you.

15. My brother and I / not be / to many other countries.

.....

16. you / be / in the sea / already? That was quick!

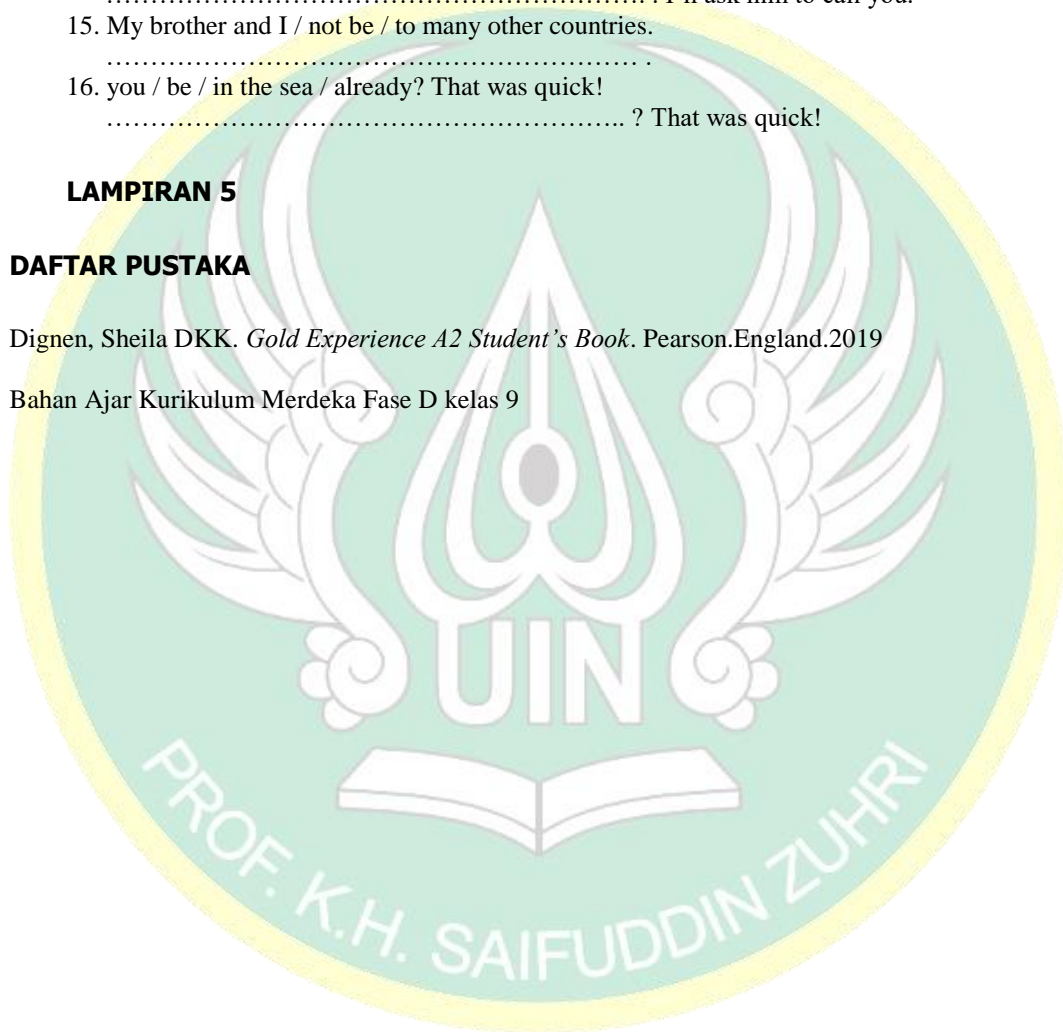
..... ? That was quick!

LAMPIRAN 5

DAFTAR PUSTAKA

Dignen, Sheila DKK. *Gold Experience A2 Student's Book*. Pearson.England.2019

Bahan Ajar Kurikulum Merdeka Fase D kelas 9



Appendix 6

Speaking Assessment

Review (Units 1–3): Speaking Students A and B

Task 1

Listen to the questions from your teacher and answer them.

Task 2

Your friend is having a birthday. You and your partner want to buy him a present. Here are some ideas for gifts. Talk together about the items and say which would be the best one.



Review (Units 1–3): Speaking Teacher's Page

Task 1

Say good morning/afternoon to both students and then follow the script below:

(Student A) What's your name?

Thank you.

(Student B) What's your name?

Thank you.

(Student A) What's your surname? How do you spell it?

Thank you.

(Student B) What's your surname? How do you spell it?

Thank you.

(Student A) Where do you live?

(Student B) How old are you?

Ask three questions to each student from the list below:

Formative assessment

Review (Units 4–6): Speaking Student A

Task 1

Look at the photo and describe what you can see.



Summative assessment

Appendix 7

The Documentation of Research Activities



Interview with the english teachers



Interview with the head of curriculum



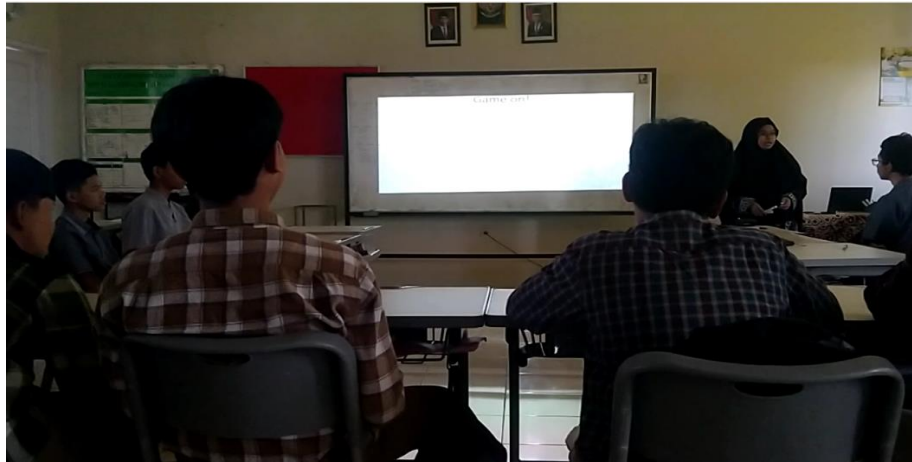
Speaking practice individually



The students work in group and presentation



The Students have a dialogue to describe their friends



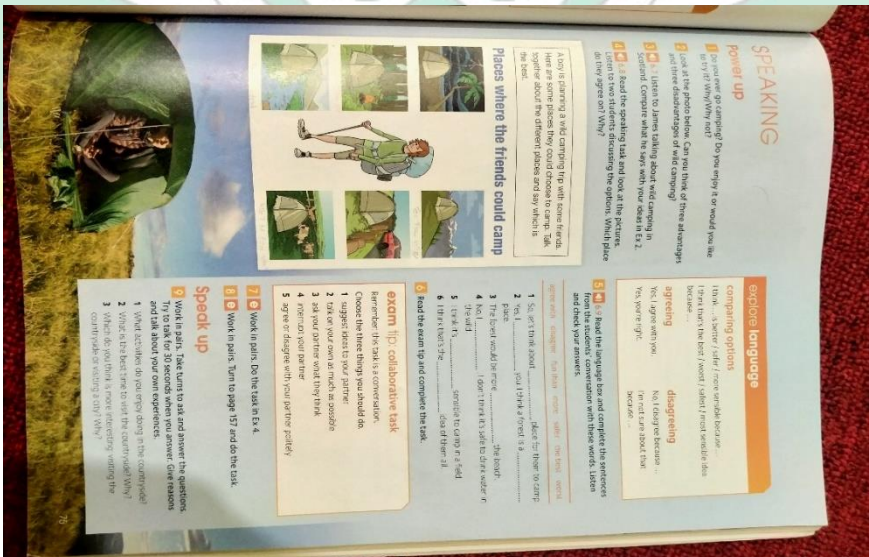
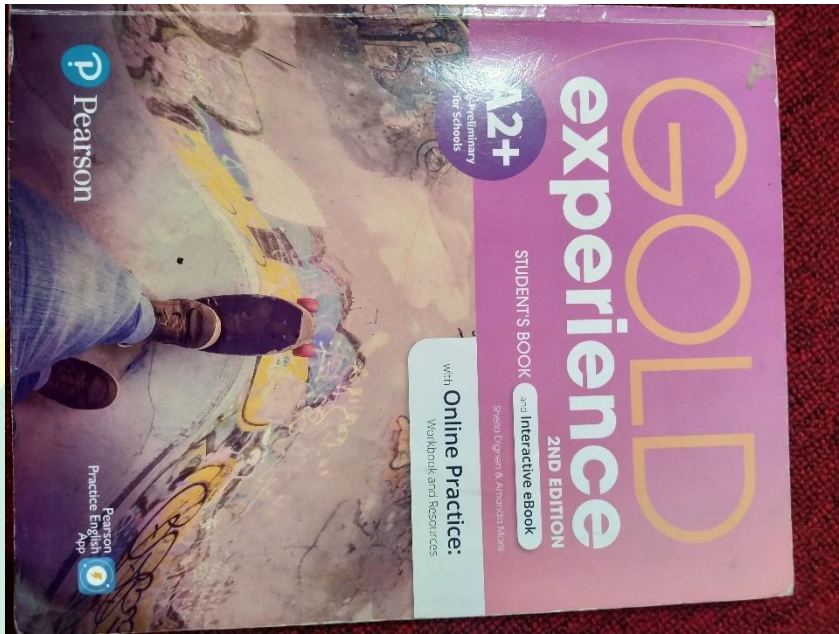
Teacher conducts Q&A with Students



Speaking activities in the classroom



The Teacher gives feedback and reflection



Pearson Book "Gold Experience A2+"

CURRICULUM VITAE

A. Personal Detail

1. Name : Hana Elisa Oktavia
2. Student Number : 2017404005
3. Place, Date of Birth : Banyumas, 17th of October 2001
4. Address : Kalibenda RT 03 / RW 02, Distric of Aibarang, Banyumas Regency

B. Education Background

1. Formal Education

- a. SD N Kalibenda (2014)
- b. SMP N 3 Aibarang (2017)
- c. SMK Muhammadiyah 1 Ajibarang (2020)
- d. UIN Prof. K.H. Saifuddin Zuhri Purwokerto (2024)

2. Non Formal Education

- a. Ponpes Nurusy Syifa Sumampir, Purwokerto Utara
- b. Ponpes Hidayatul Mubtadiien , Bersole, Karang Pucung, Purwokerto Selatan

Purwokerto, 15 Mei 2024



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