

**THE IMPLEMENTATION OF MERDEKA CURRICULUM
IN TEACHING ENGLISH AT THE ELEVENTH GRADE
OF SMAN 1 JEMBER**

THESIS



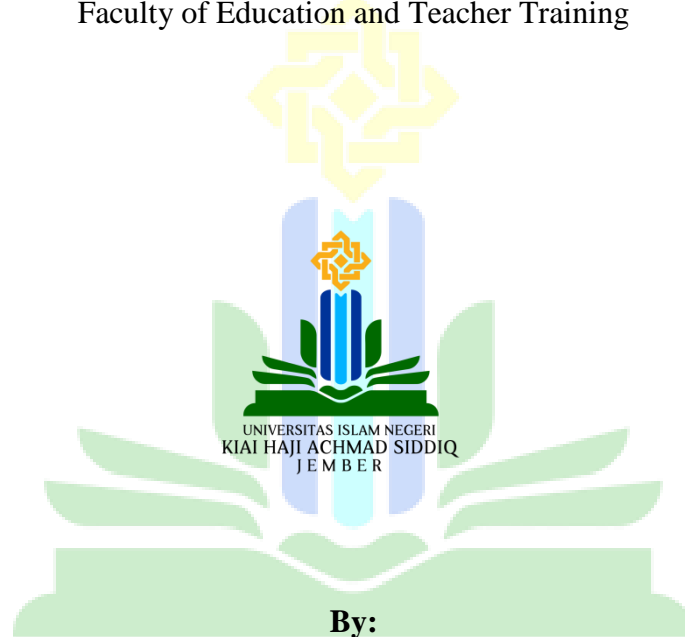
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**STATE OF ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAY 2024**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of requirements for Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Faculty of Education and Teacher Training



By:

Eka Maulidhatul Fitriah
NIM: 201101060003

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Supervisor Approval

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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As'ari, M.Pd.I

NIP. 197609152005011004

**THE IMPLEMENTATION OF MERDEKA CURRICULUM
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Has Been Examined and Approved by the Board Examiners
In Partial Fulfillment of the Requirements for Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
Islamic Studies and Language Education Department
English Education Program

Day and Date: Wednesday, 29th of May 2024

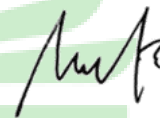
The Board Examiners

Chairman

Secretary



Dewi Nurul Qomariyah, S.S., M.Pd.
NIP. 197901272007102003



Isnadi, S.S., M. Pd.
NIP. 197106102014111004

Members:

1. Dr. Suparwoto Spto Wahono, M.Pd.



2. As'ari, M.Pd.I



Approved by
Dean of Faculty of Tarbiyah and Teacher Training



Dr. H. Abdul Muhs, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ

Meaning: “God does not burden a person but according to his ability.”¹

(QS. Al-Baqarah: 286)

فَإِنَّ مَعَ يُسْرٍ أَلْيَسْرِ ۗ إِنَّ مَعَ يُسْرٍ أَلْيَسْرِ ۖ

Meaning: “Then, indeed, with difficulty there is ease. Indeed, with difficulty there is ease.”² (QS. Al-Insyirah: 5-6)



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¹ Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan, Translation of the meaning of THE NOBLE QUR’AN In the English Language. (Madinah, K.S.A: King Fadh Complex for the Printing of the Holy Qur’an, 1998), 700.ahd Complex for the Printing of the Holy Qur’an, 1998), 700.

² Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan, Translation of the meaning of THE NOBLE QUR’AN In the English Language, 700.

DEDICATION

I dedicate this thesis to:

1. Allah SWT, the God and the Lord of the universe, who has granted me a lot of mercies and blessing. So that, I can complete this thesis as well as possible.
2. For my dearest parents, my beloved father Abdullah and my hatch of paradise Hayatul Hasanah. Probably, they have never experience education up to the lecture bench, but they were able to educate, pray, encourage and motivate me in completing the study. Thank you very much for the great advice and the big hearted for me. They deserve to savor my undergraduate tittle.
3. A kind little brother that I have, Muhammad Wildan Zidni Mubarak, thank you for always accompany me do this thesis.
4. My lovely Mrs. Bhayangkari, Hayrini Tri Anisa, someone who I spent so much time starting since we were kindergarten. Thank you for always accompanying, motivating and sharing positive vibes on me.
5. All kind people around me, including my best birthday mate Qurrotul Ayun, my roommate, my bestfriends who always spreads positive circumtances. Thanks a lot.
6. Lastly, to Bripda Nabil S., thank you for being an authority of motivation for me to immediately complete this thesis as an attempt to maintain myself.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise and gratitude to the presence of Allah SWT, the most gracious and the most merciful, the lord of the world who has given abundant mercy, relief, and guidance so that the writer can complete this thesis well, entitled: *“The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember”* that becomes one of the requirements to fulfill the bachelor’s degree. Sholawat and salam may praise our great prophet Muhammad SAW, peace be upon him, who has guided us from the darkness into the lightness, especially for the bright future and the world civilization.

At this point, the author would like to express her gratitude and appreciation to the following individuals that assisted, contributed, and encouraged the researcher throughout the course of this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember.
2. Dr. H. Abd. Muis, S.Ag., M.Si., as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this research.
3. Nuruddin, M.Pd.I, as the Head of Islamic Studies and Language Education Department who has given the permission to do this research.
4. Mrs. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English Education Program who has approved this research title and given the permission to do this research.

5. Mr. As'ari, M.Pd.I, as my thesis advisor, who has given me the guidance, suggestions, and patience.
6. All the lectures in English Education Program who has given me precious knowledge and experience during the entire of the semester.
7. Dr. Moh. Edi Suyanto, M.Pd as the Head Master of SMAN 1 Jember who has given me the permission to conduct this research.
8. Mrs. Dieta Hanurani, S.S as the English teacher and the eleventh grade of Kesehatan at SMAN 1 Jember who has assisted me to complete this research.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching and learning process, particularly in the Merdeka Curriculum in teaching English.

Jember, 09th of May 2024

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JEMBER
Author

ABSTRACT

Eka Maulidhatul Fitriah, 2024: *The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.*

Key Words: Merdeka Curriculum, Teaching English

Merdeka Curriculum is the latest curriculum and still running in all educational institution entities in Indonesia. Besides, Merdeka Curriculum in teaching English requires a lot of process, time and readiness which causes some changes in the learning system such as planning, implementation and evaluation. Likewise, teachers must understand the adjustment of new terms in the Merdeka Curriculum and it also makes English teachers find some difficulties in dealing with Merdeka Curriculum.

The research focus forms as follows; 1) How is the planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember? 2) How is the implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember? 3) How is the evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember? 4) What are the teachers' difficulties in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?

This research utilized qualitative approach particularly a descriptive as the research design. This research was conducted at SMAN 1 Jember. While, the researcher selected the purposive sampling with the subject were the English teachers and five students of the eleventh grade. The data collection consisted of: observation, interview, and document review. Besides, this research used data analysis technique from Miles Huberman and Saldana that includes; data condensation, data display, and drawing and verifying conclusion.

Last, the data validity was clarified from source triangulation and technique triangulation. The findings of the research including; 1) the planning of Merdeka Curriculum in teaching English were; a) the teacher made a teaching module, b) the teacher determined the Learning Outcomes (*CP*), Learning Objectives (*TP*) and the Indicator of Success c) the teacher known students' skill levels d) the teacher applied differentiated learning method e) the teacher used video as a teaching media f) the teacher designed formative and summative assessment. 2) the implementation were; a) opening activities, where a teacher did class monitoring before the learning begins which is a part of Pancasila Student Profile b) main activities, a teacher used scientific approach in the classroom and differentiated learning as a method c) closing activities, student reflected to what they have learned in the classroom. 3) the evaluation were; a) formative evaluation, consist of assessment as learning and assessment for learning b) summative evaluation, it hold in the end of the material and the teacher gave them multiple choice question and hold it in online test in the LMS 4) the teacher's difficulty were; a) difficult in understanding the new terms including in the teaching module like *CP* and *TP*, b) difficult in teaching used differentiated learning method, c) difficult in collecting and processing the students' value.

LIST OF CONTENT

	Page
COVER	i
APPROVAL OF SUPERVISOR	ii
APPROVAL OF EXAMINER	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
LIST OF CONTENT	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I: INTRODUCTION	1
A. Context of Research	1
B. Research Focus.....	7
C. Research Objectives	8
D. Research Significance	8
E. Definition of Key Term.....	9
F. Structure of the Thesis	11
CHAPTER II: LITERATURE REVIEW	12
A. Previous Research	12
B. Theoretical Framework	20
1. Merdeka Curriculum	20

a. Definition of Curriculum.....	20
b. Definition of Merdeka Curriculum	22
c. Advantages of Merdeka Curriculum.....	24
2. English Learning Achievement in the Merdeka Curriculum	25
a. Rational of English Subjects	25
b. Characteristics of English Subjects.....	27
3. The Element of Merdeka Curriculum in Teaching English.....	31
a. Planning	31
b. Implementation	32
c. Evaluation	36
4. Teacher difficulty in Teaching English Learning Based on Merdeka Curriculum	38
CHAPTER III: RESEARCH METHODOLOGY	41
A. Approach and Design of Research.....	41
B. Research Location.....	42
C. Research Subject.....	43
D. Data Collection Technique.....	45
E. Data Analysis	48
F. Data Validity.....	49
G. Research Procedure.....	52
CHAPTER IV: FINDING AND DISCUSSION.....	54
A. Research Finding.....	54
1. Description of the Research Object.....	54
a. Profile of SMAN 1 Jember	54
b. Goal, Vision, and Mission of SMAN 1 Jember	55
c. Data of Teacher and Staff SMAN 1 Jember	59
d. Data of Student SMAN 1 Jember	59

B. Data Presentation and Analysis.....	61
C. Discussion	78
CHAPTER V: CONCLUSION AND SUGGESTION.....	85
A. Conclusion	85
B. Suggestion.....	86
REFERENCES.....	88



LIST OF TABLES

No	Detail	Page
2.1	Similarities and Differences between the Previous Research and Current Research.....	15
2.2	The Six English Basic Skill and the Descriptions.....	29
4.1	Data of Teacher and Staff at SMAN 1 Jember	59
4.2	Data of the Eleventh Grade Students at SMAN 1 Jember	60
4.3	Data of the Eleventh Grade Students of Kesehatan 3	60
4.4	Data Presentation and Analysis.....	76



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

- Appendix 1 : Declaration of Authenticity**
- Appendix 2 : Matrix of Research**
- Appendix 3 : Alur Tujuan Pembelajaran (ATP)**
- Appendix 4 : Teaching Module**
- Appendix 5 : Research Instrument**
- Appendix 6 : Research Journal**
- Appendix 7 : Research Permission Letter**
- Appendix 8 : Research Finishing Letter**
- Appendix 9 : Turn it in Check Letter**
- Appendix 10 : Documentation**
- Appendix 11 : Curriculum Vitae**



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

A. Context of Research

In Indonesia's educational system, curriculum plays an important role in the world of education. It included variety of subjects, plans and designs that are delivered to the students. Based on UU number 20 of 2003, curriculum is a set of plans and arrangement that include goals, subject matter, and instructional resources. It also serves as guidance for how to arrange learning activities in a way that will help students meet national education.³ Within the curriculum, there is a roadmap that outlines what has to be taught, when and how the learning process. Therefore, Curriculum policy became one of dimension that can be used as a allusion, monitoring and evaluation for the development of national education in the future.

Meanwhile, there have been numerous modifications to the national school curriculum since Indonesia gained its independence in 1945. It had started since 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 until todays curriculum which has been discussed hotly in educational ground where it called Merdeka Curriculum.⁴ Merdeka Curriculum is the newest curriculum and still running in all educational institution entities in Indonesia. It was a new policy initiated by Nadiem Anwar Makarim as the

³ Departemen Pendidikan Nasional. Undang-Undang Dasar Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

⁴ Nur Fadhila Batubara, and Muammar Davala, "CURRICULUM DEVELOPMENT IN INDONESIA: HISTORICAL STUDY," *International Journal of Students Education* 2, no. 1 (2023), 29-34. DOI: <https://journal.berpusi.co.id/index.php/IJoSE/article/view/257>.

Minister of Education and Culture of Indonesia, which aimed to create pleasant learning conditions, both for students and teachers.⁵ Some experts have recommended Merdeka Curriculum definitions: such as, Merdeka Curriculum created students who think critically, innovatively and creatively as well as the ability to communicate well and this curriculum is relevant with the students' learning needs where students are expected to quickly adapt to a dynamically changing world and the surroundings in society. Therefore, considered a changing world that is increasingly sophisticated, Calacar added, Merdeka Curriculum must build students which are mastering knowledge high order character and life time learning habits also prepare students for multiple careers.⁶ The Merdeka Curriculum is a significant step in modernizing Indonesian higher education. This program also reflects the Indonesian government's commitment in increasing access to higher educational for all citizens, so that everyone has the opportunity to get a quality education.⁷ Hence, Merdeka Curriculum is supposed to be able to keep up to the rapid globalization, encouraging educational institutions to always be flexible and find methods to solve the problems related to the curriculum.

⁵ Tiara Vinnilika Sari, and Muamaroh, "The Implementation of The *Merdeka* Curriculum in Learning English in Senior High School: Case Study," *Jurnal Onoma: Pendidikan, Bahasa dan Sastra* 10, no. 1, (2024) , 2715-4564. DOI: <https://doi.org/10.30605/onoma.v10i.3047>.

⁶ Gemma B. Calacar, "Teaching the 2st Century Skills: Teachers' Competence, Practices and Challenges," *Journal of World Englishes and Educational Practices (JWEEP)* 2, no. 2 (2020), - 81-91. DOI: <https://creativecommons.org/by/4.0/>.

⁷ Kriswanda Krishnapatria, "Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities," *ELT in Focus* 4, no. 1, (2021). 12-19. DOI: 10.35706/eltinf.v4i1.5276.

Furthermore, Merdeka Curriculum has brought many changes at the points of planning, implementing and evaluating learning process. One of them it was the new terms armed in the Merdeka Curriculum such as Teaching Modules (*Modul Ajar*), *Alur Tujuan Pembelajaran (ATP)*, Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Pancasila Student Profile (*Profil Pelajar Pancasila*), diagnostic assessments and student and teacher reflections. All of which seek to strengthen teachers' and students' proficiency in the teaching and learning process.⁸ With this shift, teachers are expected to be flexible enough to successfully apply the new learning of the Merdeka Curriculum.

Indeed, several advantages in implementing Merdeka Curriculum stated by Nadiem Anwar Makarim as the Minister of Education and Culture of Indonesia. One of them such as Merdeka Curriculum is simpler and more in-depth because it will progressively focus on the competencies for student development. Teacher will adapt their instruction to the developmental and success levels of each student. In addition, Merdeka Curriculum also known Teaching at the Right Level (TaRL) is a method of instruction that takes student achievement or ability into account.⁹ As a result, specifically in English language teaching where students will be more active in communicating and easier in understanding the material. It all can be happened because teacher has taught on students' capability level.

⁸ Budiyanto Dwi Hardanie, "Evaluasi Kurikulum Pelatihan Guru Merdeka Belajar: Studi Deskriptif Evaluatif di Program Pelatihan Kolaborasi Literasi Bermakna Kota Batu, Malang, Jawa Timur" (S2 Thesis, Universitas Pendidikan Indonesia, 2022), 41.

⁹ Kemendikbudristek, (2022b), *Panduan Pembelajaran dan Asesmen*, Badan Standar, Kurikulum, dan Asesmen Pendidikan.

Hence, by implementing Teaching at the Right Level (TaRL) in English language learning, students are expected to have good opportunities to communicate and interact using various types of text both spoken and written. For master both of them, Merdeka Curriculum emphasize students at secondary level both junior and senior high school should master six learning English language skills for growing up their abilities such as speaking, writing, reading, listening, viewing and presenting inclusively in a variety of text forms in English language context. Six English skills acquisition goals correspond to level B1 in the Common European Framework of Reference (CEFR) for language: acquisition, teaching and assessment.¹⁰ Level B1 (CEFR) monitoring students ability that can be seen from how students convey something desire clearly, express the main points comprehensively and communicating even though sometimes there are still lags. Therefore, Learned with various English language skills, students will gain much knowledge. Non-stressful, fun learning and students' learning needs are required in the classroom so that students can learn quietly and comfortable.

Additionally, Merdeka Curriculum in teaching English necessitates extensive preparation, time, and processes, which modifies the educational system. In order to facilitate the process of interaction between teachers and students, it is conducted as comfortably as feasible. Likewise, teachers should understand the adjustment of new term in Merdeka Curriculum such as

¹⁰ Husni Mubarak, Nina Sofiana, and Danang Mahendra, "English Language Teaching in Indonesia; The Implementation Of Merdeka Curriculum In Senior High Schools," *Journal of Namibian Studies* 3, no. 5, (2023), 2197-5523. DOI: <https://doi.org/10.59670/jns.v35i.4018>.

Teaching Modules (*Modul Ajar*), *Alur Tujuan Pembelajaran (ATP)*, Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success, and Pancasila Student Profile (*Profil Pelajar Pancasila*). In teaching English, teachers created teaching modules based on the *Alur Tujuan Pembelajaran (ATP)* which set by Minister of Education and Culture of Indonesia as a tool used to plan learning. Teaching modules has complete components including Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success, Learning Media, Learning Method and Pancasila Student Profile (*Profil Pelajar Pancasila*). Therefore, English teacher are expected to create teaching modules with varied teaching methods so that students can achieve the appropriate learning objectives. Also independence, creative and think critically can be obtained by students in English learning which is contained in the concept of Pancasila Students Profile. Merdeka Curriculum will likely become students-centered learning as focus shifts to students and their needs.¹¹ Students as the main focus of the learning process, and a facilitator can help them to reach their full potential in the English language in terms of skills, interest and potential. This shows that a teacher need to be concentrated on maximizing their professional development as an educators and competence in forming students who are master in English language.

¹¹ Sinta Amalia Ferdous, and Dian Novita, "The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia," *BRILIANT: Jurnal Riset dan Konseptual* 8, no. 2, (2023), 297-310. DOI: <http://dx.doi.org/10.28926/briliant.v8i2.1201>.

Related to the implementing Merdeka Curriculum in teaching English, however English teachers found some difficulties in facing Merdeka Curriculum.¹² Meanwhile, through the fact happened in the field and the researcher got information from the interview with the English teacher at SMAN 1 Jember, she said that Merdeka Curriculum has been applied since 2022 at SMAN 1 Jember. She believed that she was not appropriate to teach in accordance with the Merdeka Curriculum when it was initially established, especially in Eleventh grade of Kesehatan. Teacher should bring like small speaker to check student readiness before beginning the class, then she will be playing the sound of raindrops while the students close their eyes to have them a relaxation time. At the end of the class sometimes she forgot in ordering the student to give a reflection about the English teaching learning at the day.¹³ Also she added that teacher should be creative in making the active class condition such as used an online game to make sure students understanding after they have gotten the material. Some assessments such as formative, summative and profile Pancasila that should have a value so that teacher collecting a lot of data which must be processed both from the behavior and also the way students learn in the classroom.¹⁴

In addition, some students said that they have difficulties in filling out the formative or summative assessment. Sometimes, at the same time they should be face with some formative subjects which was not just about English

¹² Reffy Ananda Rizki, and Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogig Studies (JCPS)* 1, no. 4, (2022), 32-41. DOI: <https://doi.org/10.30631/jcps.v1i1.1383>.

¹³ Mrs. Dieta Hanurani, interviewed by researcher, February 04, 2024.

¹⁴ Mrs. Dieta Hanurani, interviewed by researcher, February 04, 2024.

subject it can be another subject like Mathematic, chemical et al. another difficulties faced by students especially eleventh grade of Kesehatan where in the English subject they have to use English language to communicate with their classmate. This is challenges for some of them who were not fluent in speaking English and they will not confident to speak during the English time in the classroom.¹⁵

Regarding to the background research above, regarding to the implementation of Merdeka Curriculum also teacher and students difficulty in facing the Merdeka Curriculum, the researcher is interested and attempted to organize the research entitled: **“The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember”**.

B. Research Focus

Entrenched to the research background above, the researcher aimed to answer the following question, specifically:

1. How is the planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?
2. How is the implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?
3. How is the evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?

¹⁵ Students of Eleventh Grade of Kesehatan, interviewed by researcher, February 04, 2024.

4. What are the teachers' difficulties in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?

C. Research Objectives

Based on the research focus, this study aimed to find and answer as follows:

1. To describe the planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember.
2. To describe the implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember.
3. To describe the evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember.
4. To find out the teachers' difficulties in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember.

D. Research Significance

The following parties are anticipated to gain theoretical and practical knowledge from the research's findings:

1. Theoretically significance

This research is expected to contribute in implementing Merdeka Curriculum to English education knowledge, it can also serve as a reflection on English language instruction methods used in the Merdeka Curriculum.

2. Practically significance

a. For English Teacher

The purpose of the research is to give an overview of how English teachers in implementing Merdeka Curriculum in teaching English. In addition, Merdeka Curriculum has potential to inspire and enhance teacher' expertise, enabling them to gain new skills and arrange teaching and learning activities in the classroom.

b. For Student

This research expects to help student to get well-structure in learning English and motivate them to be more active students in the classroom after teachers have applied the Merdeka Curriculum.

c. For other Researcher

This research can be a beneficial allusion for future researcher who will oversight studies on the Merdeka Curriculum. Inspire further researcher to find a different gap from previous researcher so that a research can be continued with the related issues.

E. Definition of Key Term

In order to prevent misunderstanding during this study, the researcher provides definitions for a few terms, such as:

1. Merdeka Curriculum

Merdeka Curriculum known as curriculum with the variety of intracurricular learning opportunities. Teaching module as a plan learning

is made by teacher and *Alur Tujuan Pembelajaran (ATP)* as the reference of it. Teaching modules currently include elements such as Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success, Learning Media, Learning Method, and Pancasila Student Profile (*Profil Pelajar Pancasila*) that comply with the guidelines of the Merdeka Curriculum. The option to choose different teaching aids allows the teacher to give students individualized instruction that meet their needs. Merdeka Curriculum stimulates student participation in education through a student center. It promotes independent study, critical thinking, creative and interactive in the classroom.

2. Teaching English

Teaching English is a teaching and learning process that aims to make students able to master the basic skills that exist in English. Some skills that must be mastered by students such as listening, reading, writing, speaking, viewing and presenting skill. English teachers need to be aware of the fundamentals of teaching and learning process which is starting from the planning, implementation and evaluation for students master these skills. Therefore, in teaching English teachers are required to be able to teach creatively and innovatively by using various learning methods so that students can easily understand the lessons that are being taught in the classroom.

F. Structure of the Thesis

Structure of the thesis describes the flow of the thesis discussion from the introduction chapter to the concluding chapter. A descriptive narrative, not a table of contents, is the format of systematic writing. The systematic of discussion is organized into some points, those are:

Chapter 1 provided thesis introduction, such as research context, research focus, research objective, research significant, definition of key term, and systematic discussion.

Chapter II provided a review of related literature including the previous research and the theoretical framework.

Chapter III provided the current research method that consists of research approach and design, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV provided the research object explication, data presentation and discussion.

Chapter V provided the conclusion and suggestion of research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The result of previous study that are applicable to the current study which explained by the researcher. It seeks to stimulate interest in the breadth of the research's distinct perspective, the researcher brought up the following previous research title in relation to those titles;

1. The first previous study was written by Lutfiana Izzati, entitled "Pre-Service Teacher's Feeling on "Merdeka Belajar" Curriculum in English Teaching Practice."¹⁶

The study set out to investigate pre-service teachers' experiences of implementing the Merdeka Belajar curriculum through English teaching practice. This research used a narrative inquiry design with a qualitative method. The data collection is used semi structured interview which analyzed by using thematic analysis by Creswell theory. Therefore, the result of this research showed that there are positive and negative feelings while using the Merdeka Belajar curriculum when English teaching practice. The positive feelings such as happy, confident, satisfied and inclination, meanwhile the negative opinion felt by the pre-service

¹⁶ Lutfiana Izzati, entitled "Pre-Service Teacher's Feeling on "Merdeka Belajar" Curriculum in English Teaching Practice" (Skripsi, UIN K.H. Abdurrahman Wahid Pekalongan, 2023)

teacher such as anxiety during the practice of teaching English using the Merdeka Belajar curriculum.

2. The second previous study was written by Maulida Wafiq Azizah, entitled “English Teachers’ Perception of ELT in Merdeka Curriculum at SMKN Darul Ulum Muncar Academic Year 2022/2023.”¹⁷

The purpose of this research was to know more about English teachers’ perception of the Merdeka Curriculum especially on the teaching modules and the Strengthening Pancasila Student Profile Project (P5). This research applied quantitative approach which the participants were 9 English teachers and all of them taught at the X, XI, and XII classes of SMKN Darul Ulum Muncar. The finding of this research categorized as very good. It can be seen from the overall average score of teachers indicates this very good category is 79, which is included in the interval range score of $72 < X$, which means it is categorized as very good. More specifically, four teachers have good perceptions and five others have very good perceptions.

3. The third previous study was written by Kadek Feni Aryati, entitled “The Impact of Merdeka Belajar Curriculum on English Language Teaching in International Institute of Business and Tourism.”¹⁸

¹⁷ Maulida Wafiq Azizah, “English Teachers’ Perception of ELT in Merdeka Curriculum at SMKN Darul Ulum Muncar Academic Year 2022/2023” (Skripsi, IAIDA Blokagung-Banyuwangi, 2023)

¹⁸ Kadek Feni Aryati, “The Impact of Merdeka Belajar Curriculum on English Language Teaching in International Institute of Business and Tourism,” *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* 4, no. 2, (2023), 1805-1810. DOI: <https://jurnaledukasia.org/index.php/edukasia/article/view/507>.

The aim of this study was to examine the impact of Merdeka learning curriculum on English language teaching in International Institute of Business and Tourism. A qualitative method is used in this study. The Miles and Huberman theory was used to examine the data which consist of data reduction, data display, data verification. The result of this study was that Merdeka learning curriculum has significantly improved English language teaching by providing flexibility in learning, improve quality of education and increased international mobility of students.

4. The fourth previous study was written by Shafa Salsabila Zahrotun, entitled “Merdeka Belajar Program to Teach English Procedure Text: A Case Study at SMP Negeri 30 Palembang.”¹⁹

The aim of this study to find out the teacher implemented the Merdeka Belajar Program to teach English Procedure Text also teacher's perception and student's perception on learning procedure text through Merdeka belajar Program. This research applied a mixed-method approach. Quantitative data were collected through questionnaire distributed to 30 students and one female teacher taken from 9.1 classes who became the sample of this study. While, qualitative data were collected by observation and interview. Therefore, the result demonstrated that the activator teacher program, which is part of Merdeka Belajar was carried out by the teacher to assist in enhancing students'

¹⁹ Shafa Salsabila Zahrotun, entitled “Merdeka Belajar Program to Teach English Procedure Text: A Case Study at SMP Negeri 30 Palembang” (Skripsi, Universitas Sriwijaya, 2021)

achievement and self-competence by teaching creatively, independently, and innovatively by utilizing technological media and applying several goals of Merdeka Belajar programs.

5. The last previous study was written by Ni Putu Artila Dewi, Ni Made Dita Sinta Dewi, Made Detri Suryantini, entitled “Urgency of Teaching English to Young Learners in *Kurikulum Merdeka Belajar*.”²⁰

The purpose of this study was to analyze perception about the importance of English for Young Learners at Elementary School at *Gugus Diponogoro* in Jembrana Regency in “*Kurikulum Merdeka Belajar*”. Beside, this research utilized a descriptive qualitative and the data were collected by using questionnaire. While, the sample were taken through cluster random sampling that consisted of 16 teachers from 12 Elementary Schools in *Gugus Diponogoro*. The results of this study were students are able to master English when teaching English since earlier. Therefore, it can be concluded that the teachers of Elementary School in *Gugus Diponogoro* agreed that English for young learners is crucial to teach.

Table 2.1
Similarities and Differences between the Previous Research and Current Research

NO	Author and Title	Similarities	Differences
1	2	3	4
1.	Lutfiana Izzati, 2023, entitled:	a. Both studies have the same	a. The previous study conducted at Junior

²⁰ Ni Putu Artila Dewi, Ni Made Dita Sinta Dewi, Made Detri Suryantini, “Urgency of Teaching English to Young Learners in *Kurikulum Merdeka Belajar*,” *Riwayat: Educational Journal of History and Humanities* 4, no. 2, (2021). DOI: <https://doi.org/10.24815/jr.v4i2.29427>.

	<p>Pre-Service Teacher's Feeling on "Merdeka Belajar" Curriculum in English Teaching Practice.</p>	<p>topic is about Teaching English and Merdeka Curriculum. b. Both studies have the same methodology that is qualitative approach.</p>	<p>and Senior High School. While this study conducted at Eleventh Grade of SMAN 1 Jember. b. The focus of the previous study was to explore the stories of pre-service teachers' feelings particularly in positive and negative feeling in using the Merdeka Belajar curriculum through English teaching practice while the current study clarifies about the planning, implementation, evaluation and teacher difficulties in implementing Merdeka Curriculum in Teaching English.</p>
2.	<p>Maulida Wafiq Azizah, 2023, entitled: English Teachers' Perception of ELT in Merdeka Curriculum at SMKN Darul Ulum Muncar Academic Year 2022/2023.</p>	<p>a. Both studies have the same topic is about Teaching English and Merdeka Curriculum.</p>	<p>a. The previous study used quantitative approach while the current research uses qualitative approach. b. The previous study conducted at SMKN Darul Ulum Muncar Academic Year 2022/2023. While this study conducted at Eleventh Grade of SMAN 1 Jember. c. The focus of the previous study was to know more about English teachers' perception of the Merdeka Curriculum especially on the</p>

			teaching modules and the Strengthening Pancasila Student Profile Project (P5) while the current study clarifies about the planning, implementation, evaluation and teacher difficulties in implementing Merdeka Curriculum in Teaching English.
3.	Kadek Feni Aryati, 2023, entitled: The Impact of Merdeka Belajar Curriculum on English Language Teaching in International Institute of Business and Tourism.	<p>a. Both studies have the same topic is about Teaching English and Merdeka Curriculum.</p> <p>b. Both studies have the same methodology that is qualitative approach.</p>	<p>a. The previous study conducted at International Institute of Business and Tourism. While this study conducted at Eleventh Grade of SMAN 1 Jember.</p> <p>b. The focus of the previous study was to examine the impact of Merdeka learning curriculum particularly in term of context and meaning on English language teaching while the current study clarifies about the planning, implementation, evaluation and teacher difficulties in implementing Merdeka Curriculum in Teaching English.</p>
4.	Shafa Salsabila Zahrotun, 2021, entitled: Merdeka Belajar Program to Teach English Procedure Text: A	a. Both studies have the same topic is about Teaching English and Merdeka	a. The previous study used Mixed-method (Qualitative and Quantitative) approach while the current research uses

	Case Study at SMP Negeri 30 Palembang.	Curriculum.	<p>qualitative approach.</p> <p>b. The previous study conducted at the Nineth grade of SMP Negeri 30 Palembang. While this study conducted at Eleventh Grade of SMAN 1 Jember.</p> <p>c. The focus of the study was to find out the teacher implemented the Merdeka Belajar Program to Teach English Procedure Text also teacher's perception and student's perception on learning procedure text through Merdeka belajar Program while the current study clarifies about the planning, implementation, evaluation and teacher difficulties in implementing Merdeka Curriculum in Teaching English.</p>
5.	Ni Putu Artita Dewi, Ni Made Dita Sinta Dewi, Made Detri Suryantini 2021, entitled: Urgency of Teaching English to Young Learners in <i>Kurikulum Merdeka Belajar</i> .	<p>a. Both studies have the same topic is about Teaching English and Merdeka Curriculum</p> <p>b. Both studies have the same methodology that is qualitative approach.</p>	<p>a. The previous study conducted at Elementary School at <i>Gugus Diponogoro</i> in Jembrana Regency. While this study conducted at Eleventh Grade of SMAN 1 Jember.</p> <p>b. The focus of the previous study was to know the perception about the</p>

			<p>importance of English for Young Learners at Elementary School at <i>Gugus Diponogoro</i> in Jembrana Regency in “<i>Kurikulum Merdeka Belajar</i>” while the current study clarifies about the planning, implementation, evaluation and teacher difficulties in implementing Merdeka Curriculum in Teaching English.</p>
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Based on the brief explanation of some previous studies above, each researcher has their own way to analyze the research. It indicated several similarities and differences with the current research. Meanwhile, the similarities between the previous and the current study were illuminated by both studies analyzing the same topic and variables, such as Merdeka Curriculum and teaching English also the research design where most of them are used qualitative approach between previous and current studies. In addition, the differences between the previous and the current studies were illustrated in variety of terms, including; the research location, the subject and the level of the research, and the research focus.

Furthermore, the researcher informed the novelty of the research, there were two main points, consist of; the focus and the purpose of the research. The current research focused on the planning, implementation,

evaluation and teacher difficulties in implementing Merdeka Curriculum where those research focuses has not already been researched deeply by the previous research. Besides, the current research aimed to describe the implementation of Merdeka Curriculum in teaching English.

B. Theoretical Framework

1. Merdeka Curriculum

a. Definition of Curriculum

Curriculum derives its name from the Greece words “*curir*” and “*curare*”, which means “*runner*” and “*place to race*”. The distance a runner must cover from the starting line to the finish line is where the name “*curriculum*” originated in the world of athletic in Ancient Rome in Greece.²¹ In other words, curriculum can be collected as a content of material and learning methods used in the long term and taken by students to complete their education at a certain level of education. Another definition of curriculum, given by Caswell and Campbell as quoted by Sukiman that curriculum is any experiences that children receive while being guided by teachers.²² The teacher plays an important role in controlling the students in the classroom during the teaching and learning process.

Furthermore, as pointed by Komaria which cited in Wahyuni, Komaria said that curriculum is a plan created to support the teaching

²¹ Ujang Cepi Barlian, Siti Solekah, and Puji Rahayu, “Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan,” *JOEL: Journal of Education and Language Research* 1, no. 12 (2022). DOI: <https://doi.org/10.53625/joel.v1i12.3015>.

²² Sukiman, *Pengembangan Kurikulum Perguruan Tinggi* (1st ed) (Bandung: PT. Remaja Rosdakarya, 2015), 6.

and learning process under the leadership and supervision of a school, collage, or university and its employees.²³ Maipita, Dalimunthe, and Sagala also added that curriculum as a learning program design producing a learning experience which aims at developing students' competencies.²⁴ So, it can be explained that curriculum is a learning plan that has various learning guidelines and learning outcomes of every educational entity. In conclusion, curriculum is the foundation of education, utilized as a guide to create effective learning experiences and enhance student abilities during the teaching and learning process.

In addition, according to Saylor, Alexander, and Lewis as cited by Taufik and Firdaus, they said that curriculum represents all of school's initiatives to influence learning, whether they take place inside the classroom, outside of it, or both. It is not just about the world of school, but it also has an influence on the students' daily lives.²⁵ Hence, being good attitudes and behaving well is also one of

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

²³ Sri Wahyuni, "Curriculum Developmet in Indonesia Context the Historical Perspective and the Implementation," *UNIVERSUM: Jurnal KeIslaman Dan Kebudayaan* 10, no. 1, (2022), 73-82. DOI: <https://jurnalfuda.iainkediri.ac.id/index.php/universum/article/view/737>.

²⁴ Indra Maipita, Muhammad Bukhori Dalimunthe, and Gaffar Hafiz Sagala, "The Development Structure of the *Merdeka Belajar* Curriculum in the Industrial Revolution Era," *Proceedings of the International Conference on Strategic Issues of Economics, Business and, Education (ICoSIEBE) Advance in Economics, Business and Management Research*, 163, (2021), 145-151. DOI: 10.2991/aebmr.k.210220.026.

²⁵ Mardhiyah Taufik, and Endis Firdaus, "Saylor, Alexander and Lewis's Curriculum Development Model for Islamic Education in Schools," *Islamic Research: The International Journal of Islamic Civilization Studies* 4, no. 2, (2021). DOI: <https://doi.org/https://doi.org/10.47076/jkpis.v4i2.77>.

the examples instilled at school for the students to apply in their daily lives. Students not only learned materially but also morally.

From the definitions given above, it can be seen that curriculum is an educational program or tool that consists of teaching materials, learning experiences and also moral education that are programmed and planned. In order to maximize educational goals, Curriculum systematically created based on applicable standards and utilized as guidelines by both teaching personnel and students during the learning process.

b. Definition of Merdeka Curriculum

Merdeka Curriculum offers a variety of extracurricular learning opportunities, with content that is optimized to provide every student the opportunity to hone their conceptual understanding and build their competencies.²⁶ Teachers are able to choose from a variety of teaching approaches during the teaching process, allowing students to be tailored to fulfill their individual learning requirements and interest. Angga and Iskandar stated through Nadiem Anwar Makarim's speech, as *Mendikbudristek* on February 12th, 2022, he said that Merdeka Curriculum is a new paradigm concept with the idea of "Freedom" for both teachers and students. Thus, in order to promote independence, adaptability, and improvisation in both

²⁶ Wulan Ndari et al., "Implementation of the Merdeka Curriculum and Its Challenges," *European Journal of Education and Pedagogy* 4, no. 3, (2023), 111-116. DOI: 10.24018/ejadu.2023.4.3.648.

teaching and learning, learning freedom is necessary.²⁷ Zahro and Lutfi also added that point of “Freedom” in Merdeka Curriculum offer pressure-free learning to encourage students to gain information and optimize their experience in the learning process.²⁸ Similarly, a key component of Merdeka Curriculum is the opportunity to learn freely and creatively. In order to give their students the greatest educational possible, teachers are also obliged to employ a variety of teaching methods.

Minister of education and Culture, Mr. Nadiem Makarim initiated *Merdeka Belajar* as a part of Merdeka Curriculum programs. Its program created a fun learning atmosphere. *Merdeka Belajar* refers to an educational process that must create a pleasant atmosphere for students, teachers, parents, and everyone.²⁹ Students get changed to learn freely, calmly, relax and happily without stress and pressure.³⁰ This thought is in line with Paolo Freire’s teaching as cited by Razzak in which man is the ruler of him selves, therefore

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

²⁷ Angga Angga, and Sopyan Iskandar, “Kepemimpinan Kepala Sekolah dalam Mewujudkan Merdeka Belajar di Sekolah Dasar,” *Jurnal Basicedu* 6, no. 3, (2022), 5295-5301. DOI: <https://doi.org/10.31004/basicedu.v6i3.2918>.

²⁸ Ni'matul Zahro, Achmad Lutfi, “Students’ Well-Being and Game Implementation in Learning Chemistry in Merdeka Belajar Era,” *Jurnal Pendidikan Kimia Indonesia* 5, no. 1, (2021) 34-43. DOI: <https://doi.org/10.23887/jpk.v5i1.30127>.

²⁹ Kemendikbud, “Mendikbud Tetapkan Empat Pokok Kebijakan Pendidikan Medeka Belajar,” 2019a. <https://www.kemdikbud.go.id/main/blog/2019/12/mendikbud-tetapkan-empta-pokok-kebijakan-pendidikan-merdeka-belajar>.

³⁰ Azmil Abida et al., “The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “Merdeka Belajar”,” *Studies in Philosophy of Science and Education* 1, no. 1, (2020), 39-49. DOI: <https://doi.org/10.46627/sipose.v1i1.9>.

human nature is to be free.³¹ By allowing teachers to choose how to present the curriculum or teach using techniques that are in line with their students' competencies, *Merdeka belajar* aims to maximize the potential of both teachers and students while also improving the quality of learning.

In conclusion, Merdeka Curriculum which has various learning and programs. Independence and critical thinking is applied and become an important part in Merdeka Curriculum. Realizing freedom for students and teacher to think creatively and innovative and have responsibility to make teaching and learning process in pleasant atmosphere.

c. Advantages of Merdeka Curriculum

Several advantages of Merdeka Curriculum according to Harahap et al. are as follows:³²

1) Simpler and deeper

More simply and profoundly, essential materials become the focus of the Merdeka Curriculum. Students will be more absorbed simple and immersive learning without haste and more engaged and attentive when deep content is presented in an entertaining way.

³¹ Nina Abdul Razzak, "Paulo Freire's critical and dialogic pedagogy and its implication for the Bahraini educational context," *Educational Philosophy and Theory* 52, no. 9, (2020), 999-1010. DOI: <https://doi.org/10.1080/00131857.2020.1716731>.

³² Dharma Gyta Sari Harahap et al., "Implementation of Merdeka Curriculum Using Learning Management System (LMS)," *International Journal of Educational Research Excellence (IJERE)* 2, no. 1, (2023) 93-99. DOI: 10.55299/ijere.v2i1.439.

2) More independent

Merdeka Curriculum, which is the policy of the Minister of Education and Culture of Indonesia, serve as a model for learning design. The concept of Merdeka Curriculum gives teachers freedom to construct the learning process based on the demands and learning outcomes. Teacher can provide a platform for students to explore general knowledge by observing the surrounding environment.

3) More relevant and interactive

When applied to the learning process, more interactive and appropriate learning activities will yield positive results. Students are given the chance to delve further into the teachings they have studied as needed through relevant learning. Students' interest will grow and their competencies will be developed through interactive learning. Students will get actively involved in developing issues circulating in the environment through interactive learning by project creation.

2. English Learning Achievement in the Merdeka Curriculum

a. Rational of English Subjects

English is the most widely used international language in the world of business, education, trade, law, tourism, international relations, health and technology, it's all according to the educational curriculum and assessment standards agency on the *Merdeka Belajar*

platform.³³ Students who study English have the opportunity to interact with people from diverse cultural backgrounds around the world. Students will have more opportunities to interact with multiple literatures if they can speak and understand English. Therefore, students will pick up knowledge, learn variety of abilities, and human behavior from these encounters that will enable them to function in a multicultural society.

Based on the Common European Framework of References for Languages: Learning, Teaching Assessment (CEFR), students must exhibit a minimum of six English language abilities which consist of listening, speaking, reading, writing, viewing and presenting in an integrated manner in various types of text.³⁴ CEFR reflects students' abilities to communicate in a variety of contexts and with clear articulation, to explain the major concepts in a complete manner, and to continue communicating even when there are occasional gaps in their English language skills.

It is anticipated that studying English in secondary school will enable students to acquire the necessary life skills, including the capacity to communicate in English. A genre-based method in teaching English emphasizes text in a range of media, including oral, written, visual, audio, and multimodal. This is consistent with the

³³ Kemendikbud. "Merdeka Belajar," Kemendikbud (blog), (2021), <https://guru.kemdikbud.go.id/>.

³⁴ Husni Mubarak, Nina Sofiana, and Danang Mahendra, "English Language Teaching in Indonesia; The Implementation Of Merdeka Curriculum In Senior High Schools," *Journal of Namibian Studies* 3, no. 5, (2023), 2197-5523. DOI: <https://doi.org/10.59670/jns.v35i.4018>.

assertion made by Halliday and Matthiessen that “ text is what listeners and readers engage with and interpret when people speak or write.”³⁵ Emilia added which cited by Zidan and Qomariah, the genre-based method consist of four stages that are discussed in a discussion about the same topic.³⁶

- 1) Building Knowledge of the Fields (BKOF): the teacher assists students in becoming acquainted with the topic of upcoming essay or discussion. At this point, the teacher goes on to expand on the cultural context of the book.
- 2) Modeling of the Text (MOT): when students are writing or speaking about their own work, teachers provide them with examples of texts to refer to.
- 3) Joint Construction of the Text (JCOT): teacher helps the students to create the text together.
- 4) Independent Construction of the text (ICOT): students create texts independently, both in writing and speaking.

b. Characteristics of English Subjects

Minister of Education and Culture of Indonesia argued some characteristic of English subject, such as:³⁷

³⁵ M.A.K Halliday, Christian M.I.M. Matthiessen, Halliday’s Introduction to Functional Grammar Fourth Edition, (Oxon:Routledge, 2014), <https://linguisticstudentindonesia.files.wordpress.com>.

³⁶ Muhammad Rafi Zidan, Zaitun Qamariah, “A Literature Study On The Implementation Of Merdeka Curriculum,” Jurnal Riset Ilmu Bahasa (JURRIBAH) 2, no. 2, (2023), 153-167. DOI: <https://doi.org/10.55606/jurribah.v2i2.1576>.

³⁷ Kemendikbud. “Merdeka Belajar,” Kemendikbud (blog), (2021), <https://guru.kemdikbud.go.id/>.

- 1) Narrative, descriptive, procedure, recount and authentic text are among texts taught in English. These different writings are given not just as the written texts but also as spoken texts, such as monologues or dialogues, and as multimodal text that combine audio, visual, and linguistic elements. Whether authentic or written texts are produced using paper and screen media. This aims to enable students to use literacy technology so that they can improve their ability to use technological sophistication as well as possible.
 - 2) In the classroom, teacher can determine the type of text to be taught to the students according the state of their ability level. First, learning start with the texts that students already know so that they are easy to understand the text and can make an example of it both in writing or orally. Second, introduce students to learning texts that students have never learned before. Teacher can help students in the process of understanding the text, so that students can also provide an example both in writing and orally. Therefore, the chosen text style can be modified to fit the circumstances that students frequently encounter in both the home and classroom settings, giving them the chance to learn and apply the material in real-world settings.
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- 3) The learning process focuses on student centered. This is one of the attempts to change student behavior which comes from being unable to being able in understanding six English basic skills in various types of texts.
- 4) The goal of teaching English to students is to align their language proficiency with the phases of language acquisition. Learning English involves both productive and receptive skills, which are concentrated on speaking, writing, and presenting as well as listening, reading and viewing.

In addition, the following six English basic skill and the descriptions based on Minister of Education and Culture of Indonesia:

Table 2.2

The six English basic skill and the descriptions

Element	Description
Listening	The capacity to take in the knowledge and express gratitude to the other person so that they can respond with pertinent context. Listening involves a number of processes, including locating, comprehending, and interpreting linguistic sounds before deciphering their meaning. In addition to being a nonverbal communication skill, listening abilities also include the ability to grasp the key

	concepts and supporting details in the information's substance as well as the context in which it is presented.
Reading	The ability to comprehend, utilize and reflect on the texts agnate to the goals and interests to develop one's knowledge and potential so that people can participate in society.
Viewing	The ability to comprehend, applies, and consider visual writings in relation to their objectives and interest.
Speaking	The capacity to verbally communicate thoughts, feelings, and concepts during conversations.
Writing	With the appropriate organizational structural and language components, one can effectively and understandably communicate idea and express creativity in a variety of written text genres, capturing the readers' attention.
Presenting	The capacity to communicate concepts clearly, concisely, and responsibly using a variety of media, including digital, audiovisual, and visual, in a way that is understandable to the audience. Speaking and presentation delivery must be planned and executed in accordance with the

	requirements or preferences of the audience.
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3. The Elemen of Merdeka Curriculum in Teaching English

a. Planning

Merdeka Curriculum conceptualizes a plan for teaching and learning process, specifically English subjects. Every English teacher who is working for educational institutions required to properly and systematically write a teaching module. Preparing teaching module is done at the starting of every semester or school year but it must be developed using various methods that are related with the English materials that is being taught in the classroom. The development of teaching modules carried out by English teachers in teams through inter-school or inter-regional *Musyawarah Guru Mata Pelajaran (MGMP)* is overseen and managed by supervisor of the Ministry of Religious Affairs Office or local Education Office.³⁸ English teacher designs teaching module by referring to the *Alur Tujuan Pembelajaran (ATP)* to guide students' learning activities toward achieving Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success, Learning Media, and Learning Method.

³⁸ Supono Supono, "Peningkatan Kemampuan Guru Menyusun Modul Ajar Pada Pembelajaran berdiferensiasi Melalui Workshop Dan Pendampingan," *ACTION Jurnal Inovasi Penelitian Tindakan Kelas dan Sekolah* 3, no. 2, (2023). DOI: 10.51878/action.v3i2.2253.

The new thing that also appears in the Merdeka Curriculum included in the teaching module is the dimension of the Pancasila Students Profile (*Dimensi Profil Pelajar Pancasila*). Some elements in the dimension of the Pancasila Students Profile (*Dimensi Profil Pelajar Pancasila*) such as independence, creative, think critically and mutual cooperation, faithful and global diversity.³⁹ It all provide students a chance to expand their knowledge and gives them the flexibility to effectively resolve problems in a way that suits their learning needs.

b. Implementation

According to Rusman teachers have several stages in implementing Merdeka Curriculum in the teaching and learning process specifically in English language. This is related with the teaching module that has been prepared by the English teacher which includes;⁴⁰

1) Opening

Learning activities begins with the introduction like an English teacher opens the meeting with greeting then praying and asks how the students are doing. An English teacher also conveys learning objectives of the material to be learned. On other hand, things that teacher sometimes also does in the classroom is giving

³⁹ Rahma Nur Laila et al., "Implementation of Pancasila Students Profile in the Merdeka Curriculum for High School in Sragen Regency," *Al-Hikmah: Journal of Education* 3, no. 1, (2022). DOI: <https://doi.org/10.54168/ahje.v3i1.111>.

⁴⁰ Rusman, "Model-Model Pembelajaran Mengembangkan Profesionalisme Guru (Jakarta, Rajawali Pers, 2011).

ice breaking. This aims to motivate students and attract their attention on actively participating in the learning process.

2) Main activity

The learning process is the main activity that leads to learning results. Learning activities are carried out in a rigorous, inspirational, pleasurable, and engaging way to enhance student participants. Additionally, there are also lots of opportunities for students to exercise their initiative, creativity, and independence based on their abilities, interests, and physical and psychological growth. The fundamental tasks that an English teacher can complete include understanding the subject, creating lesson plans and strategies, employing learning resources, enticing and retaining student participation, assessing the process and learning outcomes, and utilizing appropriate and correct English language in the classroom.

Moreover, several instructional strategies can be utilized in the Merdeka Curriculum. The discovery learning approach is the one that English teachers frequently use. According to Salmon in cited by Fajarudin, he said that through analysis, investigation and discovery, the discovery learning approach can help students learn in an active manner since the knowledge they get will stick in their memories for a long time. Hence, in the classroom English teacher serves as a guide, directing the learning activities in line

with the goals. The aforementioned explanation makes it clear that discovery learning is appropriate to be applied to the Merdeka Curriculum because it aligns with the Dimensions of Pancasila Students Profile (*Dimensi Profil Pelajar Pancasila*) particularly independent, creative and think critically.

In addition, as declared in the teaching module, the Dimension of Pancasila Students Profile (*Dimensi Profil Pelajar Pancasila*) becomes a benchmark for teachers in assessing the students' abilities when the teaching and learning activities take place. The six components in the Dimension of Pancasila Students Profile (*Dimensi Profil Pelajar Pancasila*) including;⁴¹

a) Believing and fearing God, and having noble character

A personal relationship with God, other people, and the universe is included in the development of main potential for learners in Law No. 20 of 2003, which was quoted by Suardi

in a discussion of the problem of excitement in religion.⁴² It is expected of students to respect their honorable culture, identity, and community while embracing the diversity of cultures they come across. Students will develop respect as a result, and in turn, they will develop good morals and an

⁴¹ Ahmad Zakki, Firman, and Muhammad Asyraf Bin Che Amat, "Implementation of the Merdeka Curriculum on the Development of Pancasila Character of Students in Indonesia," *PeTeKa (Jurnal Penelitian Tindakan Kelas dan Pengembangan Pembelajaran)* 7, no. 1, (2024), 107-113. DOI: <https://dx.doi.org/10.31604/ptk.v7i1.107-113>.

⁴² Suardi, Suardi, "Penguatan Karakter Beriman, Bertaqwa Kepada Tuhan Yang Maha Esa, Dan Berakhlak Mulia Melalui Kegiatan Hima Prodi PpKN," *Jurnal Pendidikan Sosiologi Antropologi* 5, no. 2, (2023), 117-130. DOI: <https://doi.org/10.20527/Pn.V5io2.8486>.

appreciation for a noble culture that is consistent with the nation's noble traditions.

b) Global diversity

It is imperative that Indonesian students preserve their noble culture, location, and identity while simultaneously developing a respectful attitude toward other civilizations. Thus, there is mutual respect as well as the emergence of a noble culture that is positive and consistent with the noble culture of the country.

c) Independent

Students possess the ability to work independently and responsibly to tackle any learning issues. If students can regulate themselves by having self-awareness and comprehension of the issue, they will be able to complete it successfully.

d) Mutual cooperation

Students in groups make collaboration by helping and coordinating with others with feelings of joy and sincerity, caring each other, and share positive things to others.

e) Creative

Students with creativity have the ability to transform and produce something powerful, meaningful, useful, and

different. As a result, students produce unique work and able to turn their own ideas into creative works.

f) Critical thinking

Critical thinking makes it possible to formulate questions, assess reasoning, draw logical conclusions, and comprehend the implications of arguments. As a result, critical thinking skills enable students to digest information, analyze, evaluate, and make conclusions.

3) Closing

Closing is an activity conducted by the English teacher to wrap up the lesson or teaching and learning activities. The English teacher can conduct closing activities by summarizing the English lesson that was taught and outlining the tasks that will be completed at the following meeting. In addition, the English teacher also wraps up the meeting by going over the English material, asking the students to reflect, and coming to a conclusion about the English material that has been covered in the classroom.

c. Evaluation

The systematic method of determining how well students have met their academic goals is called evaluation.⁴³ In fact, through assessment, the English teacher not only ascertains whether the

⁴³ Dr. V.K.Maheshwari, Ph.D, "Unit 23 Concept of Educational Evaluation," January 27, 2017, <https://egyankosh.ac.in/bitstream/12345678/7660/1/Unit-23.pdf>.

students have fulfilled the learning objectives, but it also assesses the efficiency of the learning experience, the strategy, and the resources used to reach those objectives. Several types of evaluations are used in educational settings, such as:⁴⁴

1) Formative Evaluation

Formative evaluation as used in the Merdeka Curriculum, can take the form of an assessment conducted at the start of the learning process to determine whether students are receiving materials according to their learning needs. It can also be used as a reflection on students' learning and if necessary it can be a reference for lesson planning and revision. Therefore, formative evaluation aims improve learning. Formative evaluation can be implemented in the classroom through assignment, informal exams, and other activities.

2) Summative Evaluation

Summative evaluation are designed to ascertain whether learning objectives have been reached. Such as, they are completed at the final stage of the learning process, either at the end of the school year or on one, two, or even more learning objectives, depending on the teacher's evaluation. This kind of evaluation is used to compare, rate, rank, and categorize, and

⁴⁴ Fatwa Azmi Syahriza et al., "Analysis of the Evaluation of the Affective Domain of Islamic education in the Merdeka Curriculum," *EDUMASPUL: Jurnal Pendidikan* 7, no. 2, (2023), 3562-3568. DOI: <https://doi.org/10.33487/edumaspul.v7i2.6986>.

progress the students. Summative evaluation are also used to choose students for scholarship or special courses admission. It can also be used to forecast the likelihood that students will succeed in their future undertakings.

3) Diagnostic Evaluation

Another type of assessment that is more closely associated with formative assessment than summative assessment is the diagnostic evaluation. In fact, it takes place in concert with the formative assessment. Furthermore, the main objective of a diagnostic evaluation is to identify the reasons behind a student's learning disability. It is also evident before starting an instruction to accurately individuals place according to their degree of achievement. Therefore, the diagnostic evaluation offers a place to start when applying the teaching into practice.

4. Teachers' Difficulty in Teaching English Learning Based on Merdeka Curriculum

The Merdeka Curriculum is the latest curriculum established by the Minister of education and Culture in all education entity in Indonesia. Teachers as educators experience several difficulties in transforming the earliest curriculum into Merdeka Curriculum. Hence, some of the

difficulties encountered by teachers in teaching and learning process using Merdeka Curriculum, specifically in English materials, include;⁴⁵

a. Difficulty in designing English Teaching Modules (*Modul Ajar*) based on Merdeka Curriculum

English teachers faced difficulty in designing teaching modules based on Merdeka Curriculum. Its caused English teacher can still not develop teaching modules to the fullest. Some English teachers do not understand how to translate Learning Outcomes (*CP*) into Learning Objectives (*TP*). So, the material provided does not refer to essential material but still refers to the previous curriculum. Thus, the preparation process takes a little longer because the teaching module's format differs from the lesson plans developed in the 2013 Curriculum. In addition, English teacher still cannot maximize it because many English teachers still experience difficulties in understanding related to the preparation of teaching modules.

b. Difficulty in managing the classroom based on Merdeka Curriculum

Merdeka Curriculum required English teachers to implement Differentiated learning, it is one the new teaching method that included in the Merdeka Curriculum. By differentiated learning method, students' potential is developed according to their needs, characteristics, and level of achievement and English teachers must know the various characteristics of the students in the classroom.

⁴⁵ Lisa Kurnia Ningsih, Aryuliva Adnan, "Challenges Faced by English Student Teachers on Implementing Kurikulum Merdeka During the Teaching Practicum Program," *Journal of English Language Teaching* 12, no. 2, (2023), 435-440. DOI: 10.24036/jelt.v12i2.122686.

Applying several methods, media, and learning resources can accommodate multiple learning outcomes for students, but visual, auditory, and kinesthetic style. So it's all a challenge for English teachers in managing the students when the teaching and learning English process is underway in the classroom.

c. Difficulty in doing the assessment based on Merdeka Curriculum

The difficulties faced by the English teacher in doing the formative and summative assessment in Merdeka Curriculum is that one material requires speaking, listening, reading, writing, presenting and viewing value, so each material must have value. So there will be a lot of values in each material that will be processed. As for formative, it's a daily value, and students receive reports once in two months. So the difficulty is that a lot of data must be processed. Another difficulty also faced by English teacher is that reflecting on learning to understand self-strengths that still need to be developed by students. The English teacher has not reflected on the English material that have taught in the classroom because the English teacher are not accustomed for reflecting at the end of the teaching and learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design of Research

A qualitative approach was used by the researcher in this study. Commonly, the gathering, examination, and interpretation of comprehension narrative and ocular data in order to obtain understanding of a certain phenomenon or concern are known as qualitative research. The definition of qualitative approach itself is “a kind of investigation that uses words to create a complex, comprehensive picture, reports the specific perspectives of informants, and conducted in a natural environment in order to understand a social or human problem”.⁴⁶ In other words, studying social phenomena using qualitative approaches involves investigating how the situation, surroundings, and issues naturally stem from the events taking place.

Meanwhile, this study used a case study along with qualitative research method to shed light on the Merdeka Curriculum in teaching English at senior high school. It indicates that the researcher is interested in delving deeply into a specific case that attracts their curiosity and requires extensive data in order to fully comprehend. For the research design a descriptive qualitative was used by the researcher because the result of the data collected are expressed in words, is not numbers.

⁴⁶ Karina Kielman, Fabian Cataldo, and Janet Seeley, Introduction to Qualitative Methodology: A Training Manual. (UK Department for International Environment (DFID), 2012), 7-9. <https://ueaeprints.uea.ac.uk/id/eprint/40319>.

Therefore, the result is in line with any explanation as long as it is still relevant to the research subject.

B. Research Location

The research location shows where the study will be carried out by the researcher. In addition, determining the research location is one of the important things in effectively support the finding data of the research as it selected on the research focus. Besides, the data's feasibility and ability to find the researcher's criteria are determined by the research location. In this current research, the researcher chose SMAN 1 Jember as site of the research. SMAN 1 Jember is located on Letjen Panjaitan 55 Street, Gumuk Kerang, Summersari sub-district, Jember.

Various goals were attached in choosing the research location, including; firstly, the location of this school was applicable school that has been using Merdeka Curriculum as recommended by Minister Education and Culture of Indonesia. Secondly, the location of this school was applicable with the current study title that was approved by the preliminary research. Thirdly, the location of this school made it possible to support the development of the research focus result including acquisition of scientific knowledge regarding the planning, implementation and evaluation of Merdeka currilum in teaching English also the teachers' difficulty in teaching English based on Merdeka Curriculum at SMAN I Jember. Hence, by analyzing the teaching and learning of English teachers in the Merdeka Curriculum, it can find out the

difficulties that may be faced by English teachers in applying the Merdeka Curriculum to English materials.

C. Research Subject

In this section, research subject is a subject or informant utilizes for collecting research data, it becomes the resource data and relate to the research focus. Besides, another description of research subject are obtaining expected data, decide the informant of the current research, how the data is collected and captured, in order its validity enable to be completed.⁴⁷ Furthermore, the subjects were taken from the elevent grade students of SMAN I Jember, particularly class of Kesehatan 3 that totally consisted of 36 students.

In addition, there two sampling strategies in qualitative research such as; random qualitative sampling, and purposive qualitative sampling, while the researcher of this study declared that purposive sampling is practical in this study since it takes into account of subject and location, which are crucial for comprehending the primary issue that arises in the field. It also seeks to help individuals learn about the phenomenon and acquire an exhaustive knowledge that may include useful information. Afterward, the research applies homogenous purposive sampling techniques that are highly suitable for the current phenomenon.⁴⁸

⁴⁷ UIN KHAS JEMBER, Pedoman Penulisan Karya Ilmiah. (Jember, 2022), 31-32.

⁴⁸ John, W. Cresswell, Educational Research Planning, Conducting, and evaluating Quantitative and Qualitative Research, (Boston: Pearson Education, 2012) , 206.

Regarding to the research subjects chosen using a purposive sampling technique that is with specific goals and considerations, as follow;

1. English Teachers of SMAN 1 Jember

In addition, Mrs. Dieta Hanurani, S.S. and Mr. Suharto, S,Pd. as English teachers who will be interviewed and observed was preferred to be the subject of this current research. It sought to access relevant information, namely teaching English based on Merdeka Curriculum about the planning, implementation, evaluation and difficulty that may be faced by English teacher.

2. The students of SMAN 1 Jember

While the second subject in conducting the observation part was taken from student of SMAN 1 Jember at XI class of Kesehatan 3 that consist of 36 students, particularly 13 males and 23 females. Besides, 5 students; Sadhu, Alvito, Ramzi, Jesslyne and Echa were students selected by the researcher to be a part of the research subject interviews. Those five students were intermediate students who are active and capable in English material. Those subjects clarified above explained how the English teacher in implementing the material based on Merdeka Curriculum.

Hence, from the explanation above the researcher pretended that those teachers and those students might provide information related to the Merdeka Curriculum in teaching and learning English activities.

D. Data Collection Technique

In this current study, the following techniques of data collection were employed;

1. Observation

Observation is an application to obtain overt, direct evidence by seeing a subject or an individual while present in the location of research.⁴⁹ This means, a direct technique of gathering data in the field refers to observation. The terms participant observer and non-participant observer refer to two different types of observation duties. When researchers participate in the activities of the setting they are researching, they adopt the role of participant observer. Besides, the researchers also participate in activities and note the information. In contrast, an observer who goes to the field and takes notes without taking part in the participants' activities is known as a non-participant.⁵⁰

Thus, the researcher chooses to oversee the research through the observation of non-participant observer, due to the researcher concerned on seeing and taking notes throughout the observation activities without being involved in the target research activities. Besides, a few components were thought to be essential elements that needed to be noticed, including; first, the researcher observed the objective condition of SMAN 1 Jember. Second, the researcher

⁴⁹ Creswell, 213.

⁵⁰ Creswell, 214.

observed on the way teacher implementing the teaching English based on the Merdeka Curriculum. Last, the researcher observed on the way teachers evaluate the students in teaching English based on Merdeka Curriculum. Thus, the intended outcome of the researcher was produced by the observation activities.

2. Interview

A qualitative interview is that a researcher records an open-ended question and asks one or more general participants. Besides, after the researcher determines to collect the data through qualitative interviews, next is to reflect on the concept of the interview that will assist the researcher to comprehend the base phenomenon and respond to the research question. Some concept of qualitative interviews such as; One on one interview, Telephone interview , E-mail interview, and Focus group interview.⁵¹

The researcher employed a semi-structured interview technique in this research, wherein the interview happened organically to examine the student's response to the questions without interfering with their comfort level. Shortly, the researcher delivers a natural question during the interview section in order to help students feel more comfortable being questioned. Besides, the researchers also conducted one on one interview which means this interview the

⁵¹ Creswell, 217-219.

researcher asking questions and recording responses from a single study participant at a time.

In addition, the researcher assisted the one on one interview with the English teachers and five students. Then the researcher interviewed the subject with some question while the subject is answering the question satisfactorily. The data gained from interview consist of planning, implementation, evaluation, and difficulty faced by English teacher in Merdeka Curriculum.

3. Document Review

Document review contains to some private and public notes that this research collect about a research venue and participant, such as; a newspaper, meeting minutes, an individual journal, letters, and so forth. These sites provide informative information that helps researchers comprehend important concepts in qualitative research.⁵²

The document review that was collected for the current research as follows;

- a. Profile of SMAN 1 Jember.
- b. Goal, vision and mission of SMAN 1 Jember.
- c. Teacher and staff data of SMAN 1 Jember.
- d. Students' data of the eleventh grade of SMAN 1 Jember.
- e. *Alur Tujuan Pembelajaran (ATP)* the eleventh grade of SMAN 1 Jember.

⁵² Creswell, 223.

f. Teaching modules of the eleventh grade of SMAN 1 Jember.

E. Data Analysis

A component of the analysis process is the research's data analysis. Data collection will be conducted to provide the researcher doing the analysis with a perspective on things like classification and setting. According to Miles, Huberman, and Saldana there are three steps in analyzing data, such as;⁵³

1. Data Condensation

During the condensation of data process, the researcher began to choose, streamline, abstract, modify and narrow down data from the research topic, such as field notes, transcripts of interview, publications and other empirical issues related to the research topic. Because of that, the information that the researcher provides will be stern. This study wrote the points of what has well-informed from the data collection which include the planning, implementation, evaluation and teachers' difficulty in teaching English based on Merdeka Curriculum. In conclusion, the researcher distilled the summary outcome for use in the display of data.

2. Data Display

Data display in qualitative research is a schematic, and a relationship between categories. The data arrangement used in this research was descriptive manner. At this point, data retrieval has been

⁵³ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*, third edition (London: Sage Publications, 2014), 12-13.

used to collect and arrange data. Then, the researcher provided the data content result, such as; the planning, implementation, evaluation and teachers' difficulty in teaching English based on Merdeka Curriculum. At the end, the researcher drew verification conclusion.

3. Drawing and Verifying Conclusions

Following an overview of the data collection result and detailed understanding, a conclusion is reached. The researcher then verified the data by comparing to both new and previously released data that were used to make inferences about the planning, implementation, evaluation and teachers' difficulty in teaching English based on Merdeka Curriculum.

F. Data Validity

To verify the validity of data, the researcher utilized triangulation data. Validity is an essential component to take into account while building and evaluating quantification tools. Therefore, an instrument's validity is determined by how well it measures the variable it was designed to assess.⁵⁴ Triangulation is used in qualitative research to ensure data validity. Triangulation of data source and triangulation of technique are the two approaches used in this research.⁵⁵

⁵⁴ Donald Ary et al., *Introduction to Research in Education: eighth edition* (Canada: Nelson education, Ltd), 2010, 225. <https://www.modares.ac.ir/uploads/En-Agr.Doc.AgriculturalExtention.7.pdf>.

⁵⁵ Matthew, 266.

1. Source of Triangulation

Source of triangulation is the process of cross-checking identical data from several sources and comparing them to ascertain whether or not the data acquired generating the same result. In this research, the data obtained from the English teachers which is contrasted with the data obtained from the students through interview.

Related to the interview session with the English teacher at the eleventh grade of Kesehatan 3, Mrs. Dieta Hanurani, SS. said that before teaching and learning activities was applied in the classroom, teacher should make teaching module related to the material to be taught and sometimes teacher faced difficulty in implementing the English material related to the Merdeka Curriculum so that the teacher is not appropriate in the teaching and learning process.

The statement from the English teacher is compared with the students, I Gede Sadhu Anant Suarda by saying that Merdeka Curriculum makes students in the classroom have to think critically, creatively and independently. So that if the teacher is sometimes unclear in delivering the English lessons, students will find it difficult.

2. Technique of Triangulation

The technique of triangulation refers to deciding the validity of data involves correlating the same data utilizing several methods, like merging the data from observation, interview, and document review. The researcher has clarified the example of interview on the point of

the interview above. The following example is based on researcher's observations made from the teacher came to the classroom and began with giving salam, greeted students, playing an ice breaking and checking the attendance list. Before the English teacher explained the lesson the researcher noticed that the teacher asked about the lessons learned in the previous meeting and then afterward the teacher conveyed the learning objectives that the students would learn. Then explained the English material and at the closing the teacher asked students to give a reflection about the teaching and learning activities and what the students' have gotten from the English material they learned.

In addition, the examples of document review such as teaching modules which has learning outcomes and learning objectives. Therefore, at the initial activities there is an opening which opened by the English teacher with greeting and praying. Then in the core activities the teacher explains the material to be learned and in the end of the lesson the teacher requests students to reflect the materials.

In essence, by cross-checking the same data from several approaches and comparing those results, the researcher utilized the triangulation technique to confirm valid data. The goal was to determine whether the data produced the same conclusion after comparing and cross-checking the source triangulation.

G. Research Procedure

The term research procedure describes the researcher's plan for carrying out the research, which entails designing the research, conducting the real research, and conducting preliminary research. Regarding to the previously outlined research approach, this research entails three steps that the researcher needs to fulfill form of the research procedure, such as;

1. Pre-field Stage

Pre-field stage was implemented before doing the field work.

a. Developing the research design

The researcher developed the strategy after taking consideration of the following elements; the research's title, its purpose, its rationale, its focus, its advantages, its subjects and its methods.

b. Choosing research field

The research field at SMAN 1 Jember was chosen by the researcher.

c. Permit processing

The researcher obtained permission from the university website before starting the study. After visited the research site to acquire permission, the researcher began the stage of the research procedure.

d. Assessing the field state

After approval, the study started to assist with data collection and enhance understanding of the of the research object.

e. Make a research instrument

Once the previous phases had been completed, the last thing to do was get the instrument prepared to conduct the study.

2. Stage of Field Work

The research data was collected in this stage. The researcher employed three different techniques to collect the research data, such as: observation, interview, and document review.

3. Stage of Data Analysis

After observation, interview, and document review had finished collecting the data, Huberman and Saldana's model was used to analyze the data. Following that, the adviser had a discussion on the format of the report. After the examination, this research was then tasted and corrected one last time.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. The Research Object Description⁵⁶

The object of this research implemented in SMAN 1 Jember which placed in Letjen Panjaitan 55 Street, Gumuk Kerang, Sumbersari sub-district, Jember. The following details were made clearer on the school profile:

a. Profile of SMAN 1 Jember

- 1) Name : SMAN 1 Jember
- 2) NPSN : 20523844
- 3) Established : 1953
- 4) Address : Letjen Panjaitan 55 Street
- 5) Zip Code : 68121
- 6) Village : Gumuk Kerang
- 7) Districts : Sumbersari
- 8) Regency- City : Jember
- 9) Province : East Java
- 10) School Status : Negeri
- 11) The Principal's Name : Dr. Moh. Edi Suyanto, M.Pd
- 12) Educational Level : SMA
- 13) Accreditation : A

⁵⁶ Dokumen Review, "School Profile", 27th of March 2024

b. Goal, Vision and Mission of SMAN 1 Jember

1) Goal of SMAN 1 Jember

- a) Acknowledging the life of school citizen who possesses noble character and a deep belief in God; who have a culture of greetings, smiles, politeness, courtesy, congregational prayer, wholeheartedly, honesty, and responsibility.
- b) Acknowledging student who exemplify the spirit of Bhinneka Tunggal Ika; love the country and homeland, a commitment to honesty and unity, and tolerance for religious and philosophical differences.
- c) Utilizing the spirit of independence; not depending on others, having a strong work ethic, being professional, brave, resilient, and creative; and being a long life learner.
- d) Encouraging of school citizens who exhibit a climate of mutual respect, cooperation, consensus-building, empathy, and solidarity as well as who oppose prejudice, violence, and volunteering.
- e) Realizing of school citizens who think critically, logically and nationally; recognize problems, make observation, think deduction-induction, recognize assumptions, analyze data, draw conclusions.

- f) Utilizing the school research to identify creative and inventive students who are imaginative, like challenges, adaptable, collaborative, and communicate.
- g) Realizing of school citizens who are capable of mastering the technology and knowledge of the twenty-first century.
- h) Acknowledging students who succeed in both academic and extracurricular contests at the national and worldwide levels.
- i) Realizing of learning process that is able to develop multi-intelligence, creativity and innovation of students through a scientific approach based on Learning Management System (LMS) information technology.
- j) Realizing the effective, efficient and accountable school management through integrated information technology (E-management).
- k) Utilizing an online computer-based authentic assessment system.

2) Vision

“REALIZING THE GRADUATES WITH CHARACTER,
RELIGION AND COMPETITIVENESS”

Based on the vision above, there are several vision indicators, as follow:

- a) Having faith and devotion to God and also having noble character.
 - b) Bhinneka Tunggal Ika.
 - c) Independence.
 - d) Having a culture of mutual cooperation.
 - e) Thinking critically.
 - f) Creative and innovative, collaborative and communicative.
 - g) Mastering knowledge and technology.
 - h) Winning academic and extracurricular contests at the national and worldwide levels.
- 3) Mission
- a) Acknowledging the life of school citizen who possesses noble character and a deep belief in God; who have a culture of greetings, smiles, politeness, courtesy, congregational prayer, wholeheartedly, honesty, and responsibility.
 - b) Acknowledging student who exemplify the spirit of Bhinneka Tunggal Ika; love the country and homeland, a commitment to honesty and unity, and tolerance for religious and philosophical differences.
 - c) Utilizing the spirit of independence; not depending on others, having a strong work ethic, being professional, brave, resilient, and creative; and being a long life learner.

- d) Encouraging of school citizens who exhibit a climate of mutual respect, cooperation, consensus-building, empathy, and solidarity as well as who oppose prejudice, violence, and volunteering.
- e) Realizing of school citizens who think critically, logically and nationally; recognize problems, make observation, think deduction-induction, recognize assumptions, analyze data, draw conclusions.
- f) Creative and innovative; imaginative, like challenges, adaptive, collaborative, communicate based on School Research.
- g) Realizing of school citizens who are capable of mastering the technology and knowledge of the twenty-first century.
- h) Acknowledging students who succeed in both academic and extracurricular contests at the national and worldwide levels.
- i) Utilizing the Education Unit Operational Curriculum.
- j) Realizing of learning process that is able to develop multi-intelligence, creativity and innovation of students through a scientific approach based on Learning Management System (LMS) information technology.

- k) Realizing the effective, efficient and accountable school management through integrated information technology (E-management).
- l) Utilizing an online computer-based authentic assessment system.

c. Data of Teacher and Staff

The researcher recognized the breakdown of teachers and staff at SMAN 1 Jember 2023-2024 Academic Year, the section that follows;

Table 4.1

Data of Teachers and Staff at SMAN 1 Jember

No	Teacher and Staff	Man	Woman	Total
1.	Teacher	15	37	52
2.	Administration Staff	-	3	3
3.	Kabag TU	1	-	1
4.	Librarian	-	1	1
5.	Laboratory	-	1	1
6.	TI Staff	2	-	2
7.	Security	4	-	4
8.	Office Boy	5	-	5
	Total	27	42	69

d. Data of Students

The researcher also recognized the number of students at SMAN 1 Jember 2023-2024 Academic Year specifically student of eleventh grade. Furthermore, there were 489 students (Male), and 653 students (Female), the section that follows;

Table 4.2**Data of the Eleventh Grade Students at SMAN 1 Jember**

Class	Number of Students
Humaniora	29
Science 1	36
Science 2	36
Social 1	36
Social 2	36
Kesehatan 1	36
Kesehatan 2	36
Kesehatan 3	36
Teknik 1	36
Teknik 2	36
Teknik 3	36

In the next section, the researcher noted the Eleventh grade student's name of Kesehatan 3 which included of 36 students.

Table 4.3**Data of the Eleventh Grade Students of Kesehatan 3**

No	Name	Male / Female
1	Adrستي Chandrakrisma C	Female
2	Alvito Faaiq Hibatulloh	Male
3	Anita Rachmawati	Female
4	Aqeela Al Dinnie	Female
5	Aurel Nathania Cahya W	Female
6	Avennathan Arya F B	Male
7	Azka Yunita R Y	Female
8	Bintang Juang Dzikri	Male
9	Clarissa Estelina	Female
10	Divia Pramesti P	Female
11	Veral Adrian	Male
12	Viorenza Wardhani Z	Female
13	Gavin Azarya A	Male
14	I Gede Sadhu Anant Suarda	Male
15	Imelda Widya Dhari Calista	Female
16	Jesslyne Anggelina P H	Female
17	Khalisa Nazanin Fawzyah Zahra	Female
18	Leona Zahra A A	Female
19	M Fazriel Alinuddin	Male

20	M Trio Ardiansyah	Male
21	Maharani Tsabita Wirawan	Female
22	Millati Arina Sayyidah	Female
23	Nabila Jasmine	Female
24	Nabillah Rajwa A	Female
25	Nadia Cahyaning Ramadhani	Female
26	Naura Andera P	Female
27	Nayla Mayzura A	Female
28	Nazlin Tismazammi Haffiz	Female
29	Ramzi Muhammad Mumtaz	Male
30	Rayya Ashalina B	Female
31	Reisya Alyana Darin	Female
32	Rezi Muhammad F	Male
33	Saddam Adriansyah	Male
34	Siti Sabrina S C	Female
35	Vania Nabilah A	Female
36	Zaidan Ihsan S	Male

B. Data Presentation and Analysis

Generally, data descriptions and conclusions that are subsequently included in the data presentation and analysis were produced using the techniques and procedures covered in the Chapter 3. The research questions were supported by the confirmation of the data descriptions relating to the relevant subject.

In conducting the study, researcher is mandatory to prepare data that is the research subject will be analyzed. Researcher directly examine the situation of the research objects in the field, conduct interviews with various informants and obtain a lot of encouraging documents. So, when the data has been collected in accordance with the data collection techniques that researcher determines by conducting observations, interviews and document reviews then the analysis is strengthened from the result of interviews with several informants. Another data is also

supported by preparing observations and reviewing documents related to this research, such as; the planning, implementation, evaluation and teachers' difficulty in implementing Merdeka Curriculum in teaching English at the Eleventh Grade of SMAN 1 Jember. Including:

1. The Planning of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.

The researcher directed interview, observation and document review to produce a comprehensive and reliable data presentation. Additionally, the researcher explained, clarified and provided through each current research focus. Precisely, before taught in the classroom usually the teacher prepared the phases of the lesson plan process linked to the Merdeka Curriculum such as *Alur Tujuan Pembelajaran (ATP)* and Teaching Modules (*Modul Ajar*). Meanwhile, in the statement interview with Mrs. Dieta Hanurani as the English teacher of SMAN 1 Jember, she said that:

“The initial plan that needs to be prepared by teachers before teaching and learning process is to arrange teaching modules. Before starting the new school year, SMAN 1 Jember holds IHT or commonly called In House Training in compiling the teaching modules. So, I and all the English teachers in this school compile teaching modules together in the form of group referenced to the *Alur Tujuan Pembelajaran (ATP)* by following the format provided by the school. In addition, in the Merdeka Curriculum, teachers also required to know the abilities of each student. Therefore, before I teach the students, I already know the ability of each student that I will teach. So, even though the teaching modules actually exist from the government, I still compile it relating to the students' learning needs and abilities. Furthermore, in the Merdeka Curriculum, I as a teacher also

emphasized to be able to teach using differentiated learning method and teach Pancasila Students Profile.”⁵⁷

As the researcher definite the aforementioned statement, the planning of Merdeka Curriculum in teaching English is that teachers can create teaching modules based on the school format. So that, those English teachers do not directly use all the teaching resources provided by government, but they adopt and create the teaching module relevant to the students’ condition.

In one-on-one interview, Mr. Suharto as the English teacher of eleventh grade of *Humaniora* at SMAN 1 Jember provided evidence to support the previous argument, he stated:

“There are several plans that teachers need to prepare before the teaching activities applied in the classroom. For example, making a teaching module where this is one of the most important for a teacher who will teach in the classroom. Especially in SMAN 1 Jember, teaching modules is made in groups with other English teachers in this school which takes time about one month. I usually make teaching module using *ATP (Amati, Tiru, Modifikasi)* method by referring to the *ATP (Alur Tujuan Pembelajaran)* that has been set by the government. So, even though the government has prepared teaching modules, I still make teaching modules independently related to the format set by the school.”⁵⁸

Based on the interview from those English teachers of SMAN 1 Jember concerning to the planning of Merdeka Curriculum in teaching English, it summarized that before started the teaching and learning activities in the classroom, the English teachers spelled out of it, those

⁵⁷ Mrs. Dieta Hanurani, interviewed by Eka Maulidhatul Fitriah, Jember, 26th of March 2024.

⁵⁸ Mr. Suharto, interviewed by Eka Maulidhatul Fitriah, Jember, 26th of March 2024.

were; first, teaching modules are made by teachers for one month in the form of groups referenced to the *Alur Tujuan Pembelajaran (ATP)* with the format set by the school. Second, teachers know the abilities of each student. Third, Merdeka Curriculum also requires teachers to be able to teach students' Pancasila Student Profile and also teach them using differentiated learning methods. Those plans affected on students' learning so that teachers can teach according to the students' learning needs.

Furthermore, it was demonstrated through document review that *Alur Tujuan Pembelajaran* planned the Merdeka Curriculum in teaching English. As it stated on the "Final Learning Outcome of Phase F", where was not only students' ability to speak English developed but also the ability to think creatively, critically, confidently for the realization of the Pancasila Student Profile.⁵⁹

In summary, related to the interview and document review description above, the researcher implied that the planning of Merdeka Curriculum in teaching English prepared by the English teachers of Eleventh grade at SMAN 1 Jember before the teaching and learning activities takes place it seems very good. This can be seen when the teachers prepared the teaching modules, then they knew the students' ability and also the teachers can apply differentiated learning method which is indeed a new method in the Merdeka Curriculum.

⁵⁹ Document Review, "Alur Tujuan Pembelajaran", 07 Juli 2022.

2. The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.

According to the interview result with Mrs. Dieta Hanurani as an English teacher at SMAN 1 Jember which was connected to the implementation of Merdeka Curriculum in teaching English, she stated that:

“In the teaching and learning activities, I teach the students in the classroom based on the teaching module I have created, such as: preliminary activities included first orientation; opening by saying salam, greeting, and usually before I checked students’ attendance list I asked the students to put their mobile phone into their bags as long as it is not really need during the learning process. Then, relating to the Pancasila student profile where teachers not only teach about the material but also formed students with character, such as I start it with small things like if the classroom is dirty then I will not start the learning activities so that this will make students realize the importance of caring for surrounding environment. Subsequently, if the class situation is conducive then I give them an ice breaking or just like Pancasila profile gymnastics so that students are more relaxed before starting the learning activities. Second, apperception included; I inquired about the information that the students would be learning and connected the new material to what they had already learned and experienced. Third, motivation is covered; I explain the learning objectives, conveys the learning method that will be used and created several groups in the classroom. Furthermore, core activities included stimulation; I explained the material and they focused on my explanation. In the last meeting I have taught them about grammar so to know their understanding I ordered them to open their PDF book and there is a command for students to make a story about fairy tales. So, relating to the Merdeka Curriculum where students are given freedom in learning so I give them the freedom to make up fairy tales that they like. Therefore, because I used the differentiated learning method so I divided students into three groups related to their ability. The first group is expert group, second middle group and third is low group. I use this method besides the teacher are required to teach using differentiated learning in the Merdeka Curriculum, I also want to know more about students’ abilities so that if the students are in the low

group then I pay more attention to these students. Of course, the task will be different if the expert group makes a story and then they can tell it without looking at the text they made while the middle and low group they just read it but with good and correct pronunciation with fewer paragraphs too. In addition, to make students more interested and not feel burdened I also tell them to design related to the story they made with funny designs either by drawing or editing it with online applications. At last, closing activities such as; I asked students to collect students' worksheets (*LKPD*) and students conclude and reflect on what has been learned. In addition, I convey the agenda for the next meeting then if there no questions from students and I close the learning activities with salam."⁶⁰

To recap what was said in the teacher interview, the teacher used a differentiated learning method in the teaching and learning activities also teacher build Pancasila student profile character on them by realizing small thing around them. Some ways to implement the Merdeka Curriculum in teaching English, as follow; opening activity, main activity, and closing activity. The time location in every action has a ninety minutes time slot. In addition, the teacher employed a projector, white board, marker and PDF book as teaching tools.

In one on one interview, Sadhu as a student of SMAN 1 Jember backed up the aforementioned claim by saying that:

"Typically, Mrs. Dieta begins the lesson with greetings and salam. Next, she always makes sure the classroom is in good order before starting any teaching and learning activities. For example, she makes sure the white board is clean and she usually tells us to put our mobile phone in our bags if we do not need it. After that Mrs. Dieta will check our attendance list and move on with the ice breaking where she sometimes plays us the sound of rain which we can listen while shutting our eyes to relax before learning activities starts. Then Mrs. Dieta also goes

⁶⁰ Mrs. Dieta Hanurani, interviewed by Eka Maulidhatul Fitriah, Jember, 26th of March 2024.

over the material from the previous meeting once again before outlining the lesson that to be taught. Here, we learned fairy tale, so Mrs. Dieta gave us assignment to create a fairy tale with a free theme based on their preferences. Initially, we were divided into several groups and I got the first group by making a story and designing as creative as possible the story that was composed and then told to tell it in front of the classroom without bringing the text. If there is a mispronunciation usually at the end Mrs. Dieta gives some feedbacks. Finally, before the lesson ends, she asks one of the students to reflect on today's learning in front of the classroom. Then after finishing it Mrs. Dieta reminds us of the material that will be learned at the next meeting and then she closes it with salam.”⁶¹

In the one on one interview with Jesslyne, the other student who was enrolled in SMAN 1 Jember, she added and verified that:

“Well, Mrs. Dieta begin the activity with an opening like salam and greeting, she greeted us by asking our condition then the important one for Mrs. Dieta before she starting the learning activities is to check the classroom condition and then ask us to put our mobile phones in our bags so that we can focus on her explanation and learning activities that will be running. So, after that she checked out attendance list and continued by providing ice breaking such as Pancasila profile gymnastics or other gymnastics. To check the students' remembrance about the previous lesson, Mrs. Dieta reviewed a little bit about the lesson and then details it to the lesson to be learned. She also tells the learning objectives and the method used when we are going to learn such as if the learning is in the form of a group then she divides us not only by counting in turns but sometimes she is drawing used online games so that it makes us interested. The material we are studying about fairy tales, and several times Mrs. Dieta gave us videos about fairy tales such as Sleeping Beauty, Cinderella and others. So here, we are not just reading the story in the PDF book but also watching the fairy tale video. Then Mrs. Dieta asked us to make a fairy tale according to the story we liked most and we can look at Google to find out the outline of the fairy tale story but later we develop it using our own word. Additionally, she asked us to design as interesting as possible the fairy tale that we have made then for the soft file she asked us to upload it on Instagram. Then if the learning will

⁶¹ I Gede Sadhu Anant Suarda, interviewed by Eka Maulidhatul Fitriah, Jember, 25th of March 2024.

end, Mrs. Dieta usually asked us to reflect on the learning outcomes of today's meeting then she conveys related learning at the next meeting then if it's over she closes it with a salam."⁶²

According to interview informed by the teacher and students of SMAN 1 Jember on the implementation of Merdeka Curriculum in teaching English that the teacher's way to teach included opening activities, main activities and closing activities.

Those interviews were also strengthened by the observation on 21st of March 2024 at the classroom, the researcher noticed when the teacher starting the activities she began with salam, praying, then the teacher ensured the classroom condition and advised students to put their mobile phones in their bags. Next, move on to ask students condition and control students' attendance list. Following that, the teacher held an ice breaking or Pancasila profile gymnastics, after that teacher was reviewing the previous lesson and continued with connecting current material with the student's experience. She then asked the student questions related to the subject matter. Furthermore, the researcher also observed the teacher had clarified the learning outcomes by providing references such as; delivering learning competencies, the material outline, learning approach and breaking up the class into multiple groups.⁶³

⁶² Jesslyne Angelina P H, interviewed by Eka Maulidhatul Fitriah, Jember, 25th of March 2024.

⁶³ Observation in SMAN 1 Jember (Class of Kesehatan 3), 21st of March 2024

On the other hand, main activities, the researcher saw the students focused on the teacher's explanation when the teacher delivered the subject matter, also the students attended to the reading text in the PDF book and the teacher asks one of the students to read the story in front of the classroom. In addition, the teacher also shows a video with a different story from the PDF book so that students have more of an idea about fairy tales. Next, the teacher opened questioned and answered section to give opportunity to the students to ask about the material that they might not understand. If they have nothing to ask so the assignment is given by the teacher to make a fairy tales story then they presented it in front of the classroom. At last, the teacher gave feedback and corrected to the students. Then, students reflected what they have learned and the teacher ends the activities by salam.⁶⁴

Moreover, on the document review, teaching module was also assured about the implementation of Merdeka Curriculum in teaching English. As it stated completely on the learning activities plan about teaching ways which subsisted of three activities, they were; opening activities: orientation, apperception, motivation. Besides, main activities, consist of fundamental questions, designing a learning plan, compile a schedule and testing the results. Last was closing activities. Every activity had a different time location, such as; opening activities

⁶⁴ Observation in SMAN 1 Jember (Class of Kesehatan 3), 21st of March 2024

spent 5 minutes, main activities section spent 80 minutes. Then, closing activities spent 5 minutes.⁶⁵

In summary, based on the interview, observation, and document review clarification above, the researcher concluded that the teacher used Merdeka Curriculum in teaching English. Moreover, Merdeka Curriculum gave students freedom in learning and they learned according to their abilities so that differentiated learning method is applied in the classroom by the English teacher related to the Merdeka Curriculum policy. Some learning media such as fairy tale videos and PDF books are given to the students to make it easier for them to understand the material being studied. Similarly, some teaching ways divided into three activities which consist of opening activities, main activities and closing activities. Likewise, differences time allocation is existed in each activity include; opening activities spent 5 minutes, main activities section spent 80 minutes. Then, 5 minutes closing activities spent 5 minutes.

3. The Evaluation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.

In reference to the interview with Mrs. Dieta Hanurani as the English teacher in SMAN 1 Jember, concerning the evaluation of Merdeka Curriculum in teaching English, she said that:

⁶⁵ Document Review, "Teaching Module: Learning Activities Plan", 24th of Oktober 2023.

“Typically, I usually evaluated students during the teaching and learning process with three kinds of assessments those are formative, summative and diagnostic assessment. For diagnostic assessment, the teacher explored the ability of each student like how much they have mastered the material so that finally the teacher knows the ability of each student. Next, in the formative assessment, I conduct assessments both before and during the learning process such as I gave them writing test (creating fairy tale story). Then for summative assessment, I do the assessment at the end of the learning. In this case I made some multiple-choice questions and I uploaded it on the LMS of SMAN 1 Jember then students can do it by online in the computer laboratory.”⁶⁶

The researcher condensed that the English teacher adapted formative and summative evaluation in the Merdeka Curriculum in teaching English.

Moreover, Alvito as the student of SMAN 1 Jember, confirmed the interview report above in one on one interview, saying that:

“Okay, Mrs. Dieta examined the students used formative and summative test. If in the formative test especially in the fairy tales material, she ordered us to make a fairy tales story and present it in front of the classroom by retelling the story that we have made. And after that she gave us the feedback and suggestion like repairing our grammatical error and pronuntiation. For the summative test, usually Mrs. Dieta give us some multiple-choice questions related to the material that we have learned. I do the summative test in the computer laboratory because Mrs. Dieta used an online test and Upload it in the LMS of SMAN 1 Jember. If we have done the summative test, Mrs. Dieta discussed together the questions that were tested in the summative test in the classroom.”⁶⁷

In the one on one interview with Ramzi, the other student who was enrolled in SMAN 1 Jember, he emphasized:

⁶⁶ Mrs. Dieta Hanurani, interviewed by Eka Maulidhatul Fitriah, Jember, 26th of March 2024.

⁶⁷ Alvito Faiq Hibatulloh, interviewed by Eka Maulidhatul Fitriah, Jember, 25th of March 2024.

“As long as this teaching and learning activities particularly regarding to the fairy tales material, Mrs. Dieta interpreted the material then she told us to make a fairy tales story related to the story we liked. Then, we present it in front of the classroom and usually Mrs. Dieta gave us some feedbacks like asked why we choose that story and from the story that we have made she corrected the grammatical error and generic structure of fairy tales material. At the end of the material, Mrs. Dieta hold summative assessment which consisted of multiple choice questions and usually we do it in online test in the computer laboratory.”⁶⁸

Another one on one interview was also added by Echa as a student of SMAN 1 Jember, she stated:

“In the classroom, Mrs. Dieta told us to make a fairy tales story based on the story we liked most, it can be Cinderella, Puss in boots, sleeping beauty and the other. Then, she said that it will be our formative assessment. Actually, Mrs. Dieta gave us relief by opening Google and skimming the stories we liked then we created it using our own language. Besides we made the story we have to retell it in front of the class by using correct pronunciation and good intonation. And the other assessment is that summative assessment where usually Mrs. Dieta gave us multiple choice questions which consist of 50 questions related to the fairy tales materials. Additionally, the questions are formed in an online test using LMS.”⁶⁹

According to the interview with the teacher and the students of SMAN 1 Jember about the evaluation of Merdeka Curriculum in teaching English, the researcher concluded that the English teacher of SMAN 1 Jember utilize the formative assessment which was implemented during the learning activities and summative assessment which was implemented at the end of the materials.

⁶⁸ Ramzi Muhammad Mumtaz, interviewed by Eka Maulidhatul Fitriah, Jember, 25th of March 2024.

⁶⁹ Reisya Alyana Darin, interviewed by Eka Maulidhatul Fitriah, Jember, 25th of March 2024.

Furthermore, those interviews were reinforced by the researcher in the observation on 21st of March 2024 when the fairy tales material was being taught in the classroom. Mrs. Dieta, as the English teacher used to monitor the students' progress from the beginning of class until the end to determine whether the teaching material, method, and evaluation were helping the students meet the learning objectives. In addition, Mrs. Dieta provided students a task or test to gauge their knowledge and proficiency by having them to write a fairy tale story based on students' preference. The researcher also saw that after they have made the story they come forward and retell the story in front of their classmates. Furthermore, the teacher provided remarks and suggestions from the student's mispronunciation and grammatical error structure.⁷⁰

Additionally, based on the document review, it was demonstrated how the Merdeka Curriculum in teaching English was evaluated. As it stated on the teaching module about assessment such as; first, Assessment as Learning, where the teacher provides assistance when the students is creating fairy tales during the teaching and learning activities and submit the worksheet (*LKPD*) if they have done with their work. Second, Assessment for Learning where the

⁷⁰ Observation in SMAN 1 Jember (Class of Kesehatan 3), 21st of March 2024

teacher assess the results of students' reading and speaking comprehension in the classroom.⁷¹

According to the information acquired from the interview, observation, and document review stated above, the researcher concluded that the teacher used the formative and summative evaluation on the Merdeka Curriculum in teaching English. Additionally, the purpose of this evaluation was to gauge students' performance and identify issues in the classroom. Consequently, the teacher was capable to figure out how to improve the process of teaching and learning. Certain method of student evaluation was found to be valuable in both formative and summative assessment. The learning objectives have been met by those explanations of the formative and summative assessment.

4. The Teachers' Difficulty in Implementing the Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.

Following up on the interview with Mrs. Dieta Hanurani as the English in SMAN 1 Jember, regarding to the teachers' difficulty in implementing the Merdeka Curriculum in teaching English, she said:

“Well, usually in the previous curriculum which called 2013 curriculum, I taught using lesson plan and syllabus as a reference, while in this Merdeka Curriculum teachers are encouraged to make teaching modules based on *Alur Tujuan Pembelajaran (ATP)*. Then, in the teaching modules itself there

⁷¹ Document Review, “Teaching Module: Assessment”, 24th of Oktober 2023.

are new terms such as Learning Outcomes (*CP*), Learning Objectives (*TP*) and Pancasila student profile and so on. It becomes new challenges for me to understand those new terms before making teaching modules. Another difficulty that I felt when I taught using differentiated learning method in the Merdeka Curriculum where I must prepared many processes before use this method. In addition, the assessment of Merdeka Curriculum especially in teaching English, where each skill included in the English language must have a value, so I as a teacher have a little bit difficult in collecting and processing all those values.”⁷²

According to an interview with the English teacher of SMAN 1 Jember, among to the difficulty faced by the English teacher on Merdeka Curriculum in teaching English were difficulty in understanding the new term of teaching module like Learning Outcomes (*CP*), and Learning Objectives (*TP*), difficulty in implementing differentiated learning method and the last is difficulty in collecting and processing student’ values in every skill included in English language.

The interview was also coincidental by the observation on 22nd of March 2024 at the classroom where the teacher was teaching fairy tales material using differentiated learning method. Additionally, the researcher noticed the teacher felt a little overwhelmed when dividing the tasks among the three groups, as there were protests from the expert group that their task was more difficult than the other groups. Furthermore, the researcher also found that the English teacher forget

⁷² Mrs. Dieta Hanurani, interviewed by Eka Maulidhatul Fitriah, Jember, 26th of March 2024.

to give a reflection at the end of the class so that finally she directly close the activities by said salam.⁷³

In summary, based on the information acquired from the interview and observation stated above, the researcher concluded that the English teacher faced some difficulties in implementing Merdeka Curriculum in teaching English such as difficult in understanding the new terms included in the teaching module such as Learning Outcomes (*CP*), and Learning Objectives (*TP*), difficult in teaching used differentiated learning method and difficult in collecting and processing the students' value.

Table 4.4
Data Presentation and Analysis

No	Research Focus	Findings
1	2	3
1.	How is the planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?	<p>The planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember were:</p> <ul style="list-style-type: none"> a. The teacher made a teaching module. b. The teacher determined the Learning Outcomes (<i>CP</i>). c. The teacher determined the Learning Objectives (<i>TP</i>). d. The teacher determined the Indicator of Success. e. The teacher known students' skill levels. f. The teacher applied differentiated learning method. g. The teacher used video and poster as a teaching media. h. The teacher designed formative and summative assessment.

⁷³ Observation in SMAN 1 Jember (Class of Kesehatan 3), 22nd of March 2024

No	Research Focus	Findings
1	2	3
2.	How is the implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?	<p>The implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember were:</p> <p>a. Opening Activities; teacher started</p> <ol style="list-style-type: none"> 1) salam and greeting 2) praying 3) checking classroom condition 4) checking students' condition and attendance list 5) the teacher reviewing the previous material and connected to the current material 6) the student asked by the teacher regarding to the subject matter 7) the learning outcomes and the learning method also delivered by the teacher 8) the class divided into numerous groups. <p>b. Main activities; 1) the teacher used scientific approach in the classroom and differentiated learning as a method</p> <ol style="list-style-type: none"> 2) the teacher clarified the subject 3) students focused on her explanation 4) the students attended to the reading text in the PDF book 5) the teacher ordered the students to create fairy tale story related to the story they liked most 6) the teacher also ordered the students to design the story by drawing or used an online application 7) the teacher ordered them to perform in front of the classroom. <p>c. Closing activities; 1) the teacher gave feedback on the students' performance</p> <ol style="list-style-type: none"> 2) student reflected about what they have learned 3) the teacher conveyed the agenda for the next meeting 4) the teacher close the meeting by said salam.
3.	How is the evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?	<p>The evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember were:</p> <p>a. Formative assessment; 1) creating the fairy tale story</p> <ol style="list-style-type: none"> 2) submit the <i>LKPD</i> to the teacher 3) reading or retelling the story in front of the classroom. <p>b. Summative assessment, it hold in the end of the material so the teacher gave them</p>

No	Research Focus	Findings
1	2	3
		multiple choice and hold it in online test in the LMS.
4.	What are the teachers' difficulties in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?	The teachers' difficulties in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember were: a. The teacher was difficult in understanding the new terms included in the teaching module such as Learning Outcomes (<i>CP</i>), and Learning Objectives (<i>TP</i>). b. The teacher is difficult in teaching used differentiated learning method. c. The teacher is difficult in collecting and processing the students' value.

C. Discussion

In this branch, the researcher discusses the findings of earlier study that were gathered from the field through observation, interview, and document review. Subsequently, the results of the research were then provided by the researcher to be compared with the hypotheses covered in the preceding chapter.

1. The Planning of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.

Building on the research finding from interview and document review, it was found that the planning phases prepared by the teacher before doing an activity in the classroom, such as; made a teaching module based on *Alur Tujuan Pembelajaran (ATP)* in which there are Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success,

Learning Media, and Learning Method and also teacher assessed the students' proficiency. Meanwhile, related to Supono statement that the teacher preparing the teaching modules at the beginning of the school year and developed using various method that related to the English material and teaching modules created by the teachers in a group.⁷⁴

In conclusion, there was a good match between the findings result and the theory, which are; firstly, teacher created the teaching module based on the *Alur Tujuan Pembelajaran (ATP)* in which there are Learning Outcomes (*CP*), Learning Objectives (*TP*), *Kriteria Ketercapaian Tujuan Pembelajaran (KTTP)*, Indicator of Success, Learning Media, and Learning Method. Secondly, the teaching module created in a group with the other English in the school. The last, develop the teaching module based on the school format.

2. The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.

According to the results of the interview, observation, and document review offered that implementation of Merdeka Curriculum in teaching English consist of opening, main activities, and closing. On the other hand, according to Rusman, teachers have several stages in implementing Merdeka Curriculum in the teaching and learning activities specifically in English language, such as; first, opening

⁷⁴ Supono, "Peningkatan Kemampuan Guru Menyusun Modul Ajar Pada Pembelajaran berdiferensiasi Melalui Workshop Dan Pendampingan," *ACTION Jurnal Inovasi Penelitian Tindakan Kelas dan Sekolah* 3, no. 2, (2023).

which open with greeting and salam. Then, conveys the learning objectives. Second, the main activity where the teaching and learning activities were carried out interactively, challenging and fun. Several teaching method can apply in the teaching and learning activities. The last, closing which carried out with the summarizing the lesson that have been delivered in the classroom.⁷⁵

Meanwhile, in the field of the research, the researcher found the implementation of Merdeka Curriculum in teaching English through eleventh grade of SMAN 1 Jember were relevant on the theories clarified above, contained: firstly, Opening activities; teacher began 1) salam and greeting 2) praying 3) checking classroom condition 4) checking students' condition and attendance list 5) the teacher reviewing the previous material and connected to the current material 6) the student asked by the teacher regarding to the subject matter 7) the learning outcomes and the learning method also delivered by the teacher 8) the class divided into numerous groups. Secondly, Main activities; 1) the teacher used scientific approach in the classroom and differentiated learning as a method 2) the teacher clarified the subject 3) students listened intently on her explanation 4) the students intent on the reading text in the PDF book 5) the teacher ordered the students to create fairy tale story related to the story they liked most 6) the teacher also ordered the students to

⁷⁵ Rusman, "Model-Model Pembelajaran Mengembangkan Profesionalisme Guru (Jakarta, Rajawali Pers, 2011).

design the story by drawing or used an online application
7) the teacher ordered them to perform in front of the classroom.
Lastly, Closing activities; 1) the teacher gave feedback on the students' performance 2) student reflected about what they have learned 3) the teacher conveyed the agenda for the next meeting 4) the teacher close the meeting by said salam.

Hence, the researcher summarized that the implementation applied by the English teacher at SMAN 1 Jember was matched with the Rusman theory in implementing Merdeka Curriculum in the teaching and learning process.

3. The Evaluation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember.

The evaluation of Merdeka Curriculum in teaching English through Eleventh Grade of SMAN 1 Jember were formative and summative assessment conducted using various test-taking strategies, including; firstly, formative test indicated to the Assessment as Learning, where the teacher provides assistance when the students is creating fairy tales during the teaching and learning activities and submit the worksheet (*LKPD*) if they have done with their work. Next, Assessment for Learning where the teacher assess the results of students' reading and speaking comprehension in the classroom. Second, summative test which referred at the end of the material assessment like the teacher made some questions in the multiple choice

formed. This test is to find out students' understanding of the overall fairy tales material that has been taught.

On the other hand, there were several variations of evaluation applied in the classroom, contained; summative, formative, and diagnostic evaluation.⁷⁶ Some evaluation theories connected to the aforementioned finding were formative and summative assessment. Formative assessment also known as an assessment section was conducted throughout the learning activities with the target to improve student learning. In contrast, the summative assessment referred to an assessment segment was hold at the end of the materials to determine how well students understanding overall the material learned.

Thus, a theory and results about the evaluation of Merdeka Curriculum in teaching English through eleventh grade of SMAN 1 Jember above have relevant aspects, contained; firstly, based on the theory specified by Dr. V.K.Maheshwari, Ph.D and Tyler connected to the findings result concerning to the formative assessment which was carried out during the teaching and learning activities. The formative assessment were creating fairy tale story, designing the story and reading or retelling it in front of the classroom. And the last is summative assessment which held in the end of the materials. The summative assessment was filling in the multiple choice questions which formed in online test.

⁷⁶ Dr. V.K.Maheshwari, Ph.D and Tyler, 7-9

4. The Teachers' Difficulty in Implementing the Merdeka Curriculum in Teaching English at the eleventh grade of SMAN 1 Jember.

According to the research finding through interview and observation asserted that in the implementing the Merdeka Curriculum in teaching English did not go as a planned and the teacher also faced some difficulties as well, such as; first, teacher felt difficult in understanding the new terms of teaching modules. Second, teacher felt confused in teaching the differentiated learning method. The last, teacher felt difficult in collecting and processing the students' value.

Meanwhile, as Lisa and Aryuliva statement on the teachers' difficulty in teaching and learning process used Merdeka Curriculum as follow; 1) difficulty in designing teaching modules based on Merdeka Curriculum. 2) difficulty in managing the classroom based of Merdeka Curriculum. 3) difficulty in doing the assessment based of Merdeka Curriculum.⁷⁷

In brief, the research findings about the teachers' difficulty in implementing Merdeka Curriculum in teaching English were suitable with the theory clarified on the teachers' difficulty. Including; firstly,

⁷⁷ Lisa Kurnia Ningsih, Aryuliva Adnan, "Challenges Faced by English Student Teachers on Implementing Kurikulum Merdeka During the Teaching Practicum Program," *Journal of English Language Teaching* 12, no. 2, (2023), 435-440.

the new terms including in the teaching module made a teacher felt difficult in understanding and designing the teaching modules. Secondly, difficulty in managing the classroom based on the students' abilities in the differentiated learning method. The last, difficulty in collecting the students' value based on the English language skills.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter provided a concise overview of the concluding session which is drawing on chapter IV, and highlighted several recommendations, including:

1. The planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember were;
 - a. The teacher made a teaching module.
 - b. The teacher determined the Learning Outcomes (*CP*).
 - c. The teacher determined the Learning Objectives (*TP*).
 - d. The teacher determined the Indicator of Success.
 - e. The teacher known students' skill levels.
 - f. The teacher applied differentiated learning method.
 - g. The teacher used video and poster as a teaching media.
 - h. The teacher designed formative and summative assessment.
2. The implementaton of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember were; Opening activities, the teacher did class monitoring before the learning begins which is a part of Pancasila Student Profile. Main activities, the teacher used scientific approach and differentiated learning as a method to know the students' ability in the English language. The last, Closing activities, student reflected to what they have learned in the classroom. Furthermore,

every activity had a different time location, such as; opening activities spent 5 minutes, main activities section spent 80 minutes. Then, closing activities spent 5 minutes.

3. The evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember such as formative and summative evaluations. In the formative assessment, students creating the fairy tale story then submit the *LKPD* to the teacher. If they have done with their worked they can present their story by reading or retelling the story in front of the classroom. Besides, Summative assessment, it hold in the end of the material so the teacher gave them multiple choice and hold it in online test in the LMS.
4. The teachers' difficulty in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember, such as;
 - a) The teacher was difficult in understanding the new terms included in the teaching module
 - b) The teacher is difficult in teaching used differentiated learning method
 - c) The teacher is difficult in collecting and processing the students' value.

B. Suggestion

In this section, the researcher would elaborate on a few recommendations that are based on the discussed and concluded findings, conducting:

1. The English Teacher

The study proposed that teachers should be able to use sustainable innovation to create engaging and enjoyable learning environments in the classroom by analyzing the Merdeka Curriculum in teaching English. Additionally, the teacher needs to be adept at organizing their time so that students may learn and create instructional materials.

2. The Future Researcher

The researcher recommended that in order to uncover new innovation in the same area, future researchers should delve deeper into the case. It sets apart the current study from the earlier one.

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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Eka Maulidhatul Fitriah
NIM : 201101060003
Major : English Education Program
Faculty : Faculty of Education and Teacher Training
Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that the thesis untitled "The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 25th of April 2024



Eka Maulidhatul Fitriah

NIM. 201101060003

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JEMBER

Appendix 2

Matrix of Research

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
<p>The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember</p>	<p>1. Merdeka Curriculum in Teaching English</p>	<p>1. Planning 2. Implementation 3. Evaluation 4. Teachers' difficulties in implementing Merdeka Curriculum</p>	<p>1. Interview a. English teachers b. Students 2. Observation a. Objective condition of Eleventh Grade of Kesehatan at SMAN 1 Jember b. Analyzing the Merdeka Curriculum in Teaching English in the classroom 3. Document Review a. Lesson plan of Eleventh Grade of Kesehatan at SMAN 1 Jember b. Rate book</p>	<p>1. Approach and Type of Research; a. Qualitative b. Descriptive qualitative 2. Data Collection a. Interview b. Observation c. Document review 3. Data Analysis a. Data Condensation b. Data display c. Drawing and verifying conclusion 4. Validation of Data: a. Technique triangulation b. Source triangulation</p>	<p>1. How is the planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember? 2. How is the implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember? 3. How is the evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?</p>

		 <p>UNIVERSITAS ISLAM NEGERI</p>			<p>4. What are the teachers' difficulties in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?</p>
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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 3

ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS TINGKAT LANJUT FASE F KELAS XI

Nama Penyusun : Dieta Hanurani, S.S
Nama Sekolah/Instansi : SMAN 1 Jember
Mata Pelajaran : Bahasa Inggris Tingkat Lanjut
Fase/Kelas : F / XI

A. CAPAIAN PEMBELAJARAN

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti naratif, eksposisi, diskusi, teks sastra, teks otentik maupun multitekst menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan kemampuan bahasa Inggris untuk mengeksplorasi teks naratif, eksposisi, dan diskusi dalam berbagai macam topik termasuk isu sosial dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang semakin berkembang, tetapi juga kemampuan berfikir kritis, kreatif, komunikatif, kolaboratif, dan percaya diri demi terwujudnya Profil Pelajar Pancasila.

Elemen	Capaian Pembelajaran
Menyimak (<i>Listening</i>)	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengar yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.

	<p>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject and to comprehend main ideas of complex listened texts, on both concrete and abstract topics (on events in their surrounding and current issue), including those specialized ones relevant to other subjects in the curriculum in Narrative, Exposition and Discussion texts.</p>
<p>Membaca (<i>Reading</i>)</p>	<p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun visual, baik teks tunggal maupun ganda, yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.</p> <p>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can comprehend main ideas of complex written texts, both in print and on screen, single or multiple, both on concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialized ones relevant to other subjects in the curriculum in three types: Narrative, Exposition and Discussion.</p>
<p>Menulis (<i>Writing</i>)</p>	<p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam</p>

	<p>jenis teks naratif, ekposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argument yang mendukung dan menentang tentang berbagai pilihan atau pendapat.</p> <p>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can produce texts with a clear and detailed structure of organization on different topics, and express ideas or opinions on a certain issues or topics by explaining the strengths and weaknesses or arguments for and against of different choices or opinions.</p>
<p>Berbicara (<i>Speaking</i>)</p>	<p>Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, ekposisi dan diskusi.</p> <p>At the end of this Phase, students are expected to achieve the targeted competence in the compulsory English subject and can interact fluently and spontaneously, and can interact regularly with English native speakers and quite possibly without hindrances for both sides of interactants or can interact in these text types that is Narrative, Exposition and Discussion.</p>

B. ALUR TUJUAN PEMBELAJARAN

Lingkup Materi	Tujuan Pembelajaran
BAB 1 - Legend	<ol style="list-style-type: none">1. Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi sosial dan struktur teks;2. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan <i>noun phrase, past tense, action verbs, and sequence words</i>;3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;4. Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan5. Mempresentasikan teks naratif secara lisan baik dalam bentuk monolog maupun dialog yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
BAB 2 - Fairy Tale	<ol style="list-style-type: none">1. Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi sosial dan struktur teks;2. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan <i>noun phrase and adverb of time, place and manner</i>;3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;4. Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan5. Menceritakan kembali teks naratif yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai

	konteks.
BAB 3 - Fantasy	<ol style="list-style-type: none"> 1. Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi sosial dan struktur teks; 2. Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan <i>adjective caluses and reported speech</i>. 3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar; 4. Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan 5. Mempresentasikan teks naratif secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
BAB 4 - Concluding Section 1	<ol style="list-style-type: none"> 1. Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi sosial, struktur teks dan ciri-ciri kebahasaan dari teks naratif. 2. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar; 3. Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan 4. Mempresentasikan teks naratif secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
BAB 5 - Analytical Exposition Text	<ol style="list-style-type: none"> 1. Mengidentifikasi karakteristik dari teks eksposisi analitis, yaitu: tesis, argument, dan reiterasi, 2. Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi analitis, pada bab ini difokuskan pada pembahasan <i>fact and opinion, internal conjunction, frase nominal, dan simple present tense</i>;

	<ol style="list-style-type: none"> 3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar; 4. Menulis teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks secara lisan; dan 5. Mempresentasikan teks eksposisi analitis yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
<p>BAB 6 - Hortatory Exposition Text</p>	<ol style="list-style-type: none"> 1. Mengidentifikasi karakteristik dari teks eksposisi hortatorik, yaitu adanya: tesis, argument, dan rekomendasi; 2. Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi hortatorik, bab ini difokuskan pada pembahasan <i>abstract noun</i>, <i>modal adverb</i>, dan <i>temporal connective</i>; 3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar; 4. Menulis teks eksposisi hortatorik dengan memperhatikan, struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks; dan 5. Mempresentasikan teks eksposisi hortatorik yang telah ditulis dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks.
<p>BAB 7 - Concluding Section 2</p>	<ol style="list-style-type: none"> 1. Mengidentifikasi karakteristik dari teks eksposisi, baik analitik maupun hortatorik termasuk fungsi sosial, struktur teks dan ciri-ciri kebahasaan dari teks eksposisi. 2. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan


	<p>didengar;</p> <ol style="list-style-type: none">3. Menulis teks eksposisi dengan memperhatikan, fungsi sosial struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks; dan4. Mempresentasikan teks eksposisi yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
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Mengetahui
Kepala SMAN 1 Jember

Dr. Moh. Edi Suyanto, M.Pd
NIP: 19650713 199003 1 007

Jember, 07 Juli 2022

Guru Mata Pelajaran


Dieta Hanurani, S.S
NIP. 19760722 201412 2 002



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 4

MODUL AJAR FASE F

Nama Penyusun	: Dieta Hanurani, S.S
Nama Sekolah	: SMAN 1 Jember
Mata Pelajaran	: Bahasa Inggris
Fase CP	: F
Konten/Materi	: Fairy Tale
Kelas/Semester	: XI / Semester 1
Tahun Pelajaran	: 2023/2024
Alokasi Waktu	: 2 JP (2 x 45 Menit)

Capaian Pembelajaran Fase F

Elemen Menulis (Writing)	<p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.</p>
Elemen Membaca (Reading)	<p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian- kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi.</p>
Elemen Berbicara (Speaking)	<p>Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, dan diskusi.</p>

Tujuan Pembelajaran

1. Mengarang dongeng dengan tema bebas sesuai dengan kelompok pembelajaran berdiferensiasi.
2. Mendesign poster sesuai dengan tema dongeng yang peserta didik pilih dan menuliskan karangan dongeng pada poster tersebut.
3. Membuat video dari karangan dongeng yang peserta didik buat tanpa melihat text dan mengupload di reels instagram.
4. Membacakan hasil karangan dongeng yang peserta didik buat di depan kelas dan guru pengampu.

Indikator Keberhasilan Tujuan Pembelajaran

1. Peserta didik mampu mengarang dongeng dengan tema bebas sesuai dengan kelompok pembelajaran berdiferensiasi.
2. Peserta didik mampu mendesign poster sesuai dengan tema dongeng yang peserta didik pilih dan menuliskan karangan dongeng pada poster tersebut.
3. Peserta didik mampu membuat video dari karangan dongeng yang peserta didik buat tanpa melihat text dan mengupload di reels instagram.
4. Peserta didik mampu membacakan hasil karangan dongeng yang peserta didik buat di depan kelas dan guru pengampu.

Tujuan Akhir Kegiatan Pembelajaran

1. Peserta didik mampu mengarang dongeng dengan tema bebas sesuai dengan kelompok pembelajaran berdiferensiasi untuk membentuk peserta didik yang berpikir kritis, kreatif dan mandiri.
2. Peserta didik mampu mendesign poster sesuai dengan tema dongeng yang peserta didik pilih dan menuliskan karangan dongeng pada poster tersebut untuk membentuk peserta didik yang berpikir kritis, kreatif dan mandiri.
3. Peserta didik mampu membuat video dari karangan dongeng yang peserta didik buat tanpa melihat text dan mengupload di reels instagram untuk membentuk peserta didik yang berpikir kreatif dan mandiri.
4. Peserta didik mampu membacakan hasil karangan dongeng yang peserta didik buat di depan kelas dan guru pengampu untuk membentuk peserta didik yang berfikir kritis dan mandiri.

Dimensi Profil Pelajar Pancasila

1. **Berpikir kritis:** peserta didik mampu mengarang dongeng dan mendesign poster sesuai dengan tema yang mereka pilih dan juga membacakan hasil karangan dongeng tersebut di depan kelas dan guru pengampu.
2. **Berpikir kreatif:** peserta didik mampu mengarang dongeng dan mendesign poster sesuai dengan tema yang mereka pilih dan juga membuat video dari karang dongeng tersebut tanpa melihat text dan mengupload di reels instagram.
3. **Mandiri:** peserta didik mampu mengarang dongeng, poster, video dan juga membacakan hasil karangan tersebut di depan kelas secara individu.

Kompetensi Awal (Pengetahuan/Keterampilan Prasyarat)

Peserta didik mampu mengarang dan mendesign poster dari hasil karangan dongeng yang peserta didik pilih. Membuat video tanpa melihat text dari karangan tersebut dan membacakan karangan tersebut di depan kelas dan guru pengampu.

Pemahaman Bermakna

Dalam mempelajari materi ini, peserta didik akan mendapatkan pengalaman dalam mengarang dongeng dan membuat poster serta membuat video tanpa melihat text dan juga membacakan hasil karangan tersebut di depan kelas dan guru pengampu.

Pertanyaan Pematik

Sebelum memulai pembelajaran, pada kegiatan inti, peserta didik diberikan kesempatan untuk menjawab pertanyaan berikut:

1. Anyone of you like editing or drawing or making a video such as content creator?
2. Do you like writing?
3. Did you still remember about grammar that we have learned before?

Model dan Metode Pembelajaran

Model Pembelajaran : PBL (Project Based Learning)

Metode Pembelajaran : Pembelajaran berdiferensiasi

Media : PDF Book Bahasa Inggris Tingkat Lanjut Kelas XI

Media, Sarana & Prasarana

1. LCD/Projector
2. Laptop/Komputer
3. Papan Tulis, Spidol, dan Penghapus
4. Internet
5. Sosial Media (instagram)
6. Kertas Bufallo

Sumber Belajar

1. Power Point
2. Bahan Ajar
3. Internet

Asesmen (Penilaian)

Bentuk penilaian : individu

Jenis Asesmen	Deskripsi
Assessment as Learning/Penilaian Proses	1. Observasi: Guru melakukan pendampingan dan penilaian saat peserta didik melakukan kegiatan

	<p>mengarang dongeng dan membuat poster.</p> <p>2. Lembar hasil jawaban mengarang dongeng dan poster.</p>
Assessment for Learning	<p>Tes performa reading text: Peserta didik diminta membacakan hasil karangan dongeng tersebut di depan kelas dan guru pengampu.</p> <p>Tes performa speaking text: Peserta didik diminta membuat video dari hasil karangan dongeng tersebut tanpa melihat text dan mengupload di reels instagram.</p>

Rencana Kegiatan Pembelajaran

Pertemuan ke-		Alokasi Waktu
Kegiatan Pendahuluan		5 Menit
<ul style="list-style-type: none"> • Guru memberi salam (greeting) kepada peserta didik. • Guru meminta peserta didik meletakkan <i>HandPhone</i> mereka ke dalam tas masing-masing. • Guru memeriksa kondisi dan kebersihan di dalam kelas. • Guru menanyakan kabar peserta didik. <i>How are you today students?</i> • Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). <i>Oke students, before we start our class today let's we play an exercise.</i> • Guru memeriksa kehadiran peserta didik. 		
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar	<ul style="list-style-type: none"> • Guru memberikan pertanyaan grammar yang telah di pelajari pada pertemuan sebelumnya dan bakat minat peserta didik. • Peserta didik memberikan jawaban yang sesuai dengan apa yang ditanyakan oleh guru. 	5 Menit
Sintak 2: Mendesain Perencanaan Pembelajaran Berdiferensiasi	<ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran pada hari ini. <i>Last week, you have learned about grammar noun phrase and adverb of time, place and manner also we answered some questions that related with the grammar that we learned by playing a game. So I think you have well known about it. And for our class today we will have a writing class.</i> • Guru meminta peserta didik untuk membuka PDF book pada halaman 66 dan menjelaskan tentang tugas yang akan peserta didik kerjakan. <i>Please open your PDF book on page 66, is there a story map? Can you find it? In the table it is the outline how to create a fairy tales. So today all of you will make a fairy tales using your own word you can't copy it from google.</i> 	5 Menit


	<ul style="list-style-type: none"> • Guru meminta peserta didik untuk membuat dongeng dari karya mereka sendiri tanpa mengcopy paste dari google. <i>So today all of you will make a fairy tales using your own word you can't copy it from google. It pure your creation. You can choose what fairy tales do you want to make.</i> • Guru membagi peserta didik ke dalam kelompok expert, menengah dan low. <i>I will divide you into three groups, so listen to me I will read your name.</i> <p>Kelompok Expert</p> <ul style="list-style-type: none"> • Guru meminta peserta didik untuk membuat poster dari dongeng yang peserta didik karang. <i>Students, you have to make a poster from the fairy tales that you are making. For example you make about sleeping beauty so your design of the poster it have to about slepping beauty and put your writing there. You can design it by using canva or the other application that can help you. And print it than give it to me. But if want to draw it, it's okey. So you can submit your drawing to me.</i> • Guru meminta peserta didik untuk membuat video dari dongeng karangan peserta didik tanpa melihat text dan memposting di reels instagram. <i>After you have made the fairy tales you can make a video than tell your creation without look the text. You can upload it in your instagram make it such as a reels than tag me. You can share the link of your reels to your friends to aks for like and comment. Please make it as good as possible students!</i> <p>Kelompok Menengah</p> <ul style="list-style-type: none"> • Guru meminta peserta didik untuk membuat poster dari dongeng yang peserta didik karang. <i>Students, you have to make a poster from the fairy tales that you are making. For example you make about sleeping beauty so your design of the poster it have to about slepping beauty and put your writing there. You can design it by using canva or the other application that can help you. And print it than give it to me. But if want to draw it, it's okey. So you can submit your drawing to me.</i> • Guru meminta peserta didik untuk membacakan hasil karangan dongeng peserta didik didepan kelas dengan <i>pronunciation</i> dan intonasi yang baik dan benar. <i>If you have done with your fairy tales you can read</i> 	<p>15 Menit</p>
--	---	------------------------

	<p><i>it in front of the class by using a good pronunciation and intonation.</i></p> <p>Kelompok Low</p> <ul style="list-style-type: none"> • Guru meminta peserta didik untuk membuat poster dari dongeng yang peserta didik karang. <i>Students, you have to make a poster from the fairy tales that you are making. For example you make about sleeping beauty so your design of the poster it have to about slepping beauty and put your writing there. You can design it by using canva or the other application that can help you. You can make a story as you can and if need any helps just call me. And print it than give it to me. But if want to draw it, it's okey. So you can submit your drawing to me.</i> • Guru meminta peserta didik untuk membacakan hasil karangan dongeng peserta didik didepan guru pengampu dengan <i>pronounciation</i> dan intonasi yang baik dan benar. <i>If you finished your creating story you can read it in front of me by using a good pronounciation and intonation.</i> 	
<p>Sintak 3: Menyusun jadwal Pembelajaran Berdiferensiasi</p>	<ul style="list-style-type: none"> • Guru memberikan waktu 40 menit kepada peserta didik untuk mengarang dongeng sesuai dengan teman yang mereka pilih. <i>I will give you time 40 minutes to make a fairy tales. Is that enough students?</i> • Guru memberikan waktu 1 hari untuk membuat poster dari karangan dongeng peserta didik. <i>I will give you time one day to make the poster so tomorrow you can submit it to me in the classroom.</i> • Guru memberikan waktu 5 hari untuk pembuatan video dan di upload di reels instagram. <i>I will give you time five days to make the video and upload it in your instagram. So Sunday you have to upload it in your instagram.</i> Guru memberikan waktu 1 hari untuk peserta didik mempelajari bacaan mereka dan membacaknya pada pertemuan selanjutnya. <i>I will give you time one day to study about your story and next meeting I hope you can read it in front of the class with a good pronounciation and intonation.</i> 	<p>40 Menit</p>
<p>Sintak 4: Menguji Hasil</p>	<ul style="list-style-type: none"> • Guru melihat hasil video yang telah peserta didik upload di reels instagram • Guru meminta peserta didik untuk membacakan hasil karangan mereka di depan kelas untuk kelompok menengah dan membacakan kepada guru 	<p>15 Menit</p>

	<p>pengampu untuk kelompok low. <i>So who want to read the story that you have created yesterday in front of the class?</i></p>	
Kegiatan Penutup		
<ul style="list-style-type: none"> • Guru meminta peserta didik menyimpulkan dan melakukan refleksi dari apa yang telah dipelajari hari ini. • Guru menyampaikan agenda pada pertemuan berikutnya. • Guru dan peserta didik mengakhiri pembelajaran dengan salam. 	5 Menit	


Jember, 24 Oktober 2023

Kepala SMAN 1 Jember



Dr. Moh. Edi Suyanto, M.Pd
NIP: 19650713 199003 1 007

Guru Mata Pelajaran



Dieta Hanurani, S.S
NIP. 19760722 201412 2 002



Refleksi

Pertanyaan kunci dalam melakukan refleksi pembelajaran:

1. What you have learned from our meeting today?
2. Do you feel any difficulties in finding the question and the answer?
3. Do you enjoy the game that we played just now?

Daftar Pustaka

Afrilyasanti, Rida. *Bahasa Inggris Tingkat Lanjut SMA Kelas XI*. Jakarta Selatan. Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Hal 62-64.



Lampiran 1: Materi Pertanyaan dan Kunci Jawaban

- **Kelompok Expert:**
 - Please make a fairy tales and design it into a poster than perform it by using video and upload it on the reels of instagram!
- **Kelompok Menengah:**
 - Please make a fairy tales and design it into a poster than read it in front of the classroom!
- **Kelompok Low:**
 - Please make a fairy tales and design it into a poster than read it in front of the teacher!

Noted: Jawaban menyesuaikan dengan karangan dongeng yang di buat oleh peserta didik.



Lampiran 2: Lembar Kerja Peserta Didik

Lembar Kerja Peserta Didik

Mata Pelajaran : Bahasa Inggris

Materi : Fairy Tale

Kelas :

Nama: :

- **Kelompok Expert:**
 - Please make a fairy tales and design it into a poster than perform it by using video and upload it on the reels of instagram!
- **Kelompok Menengah:**
 - Please make a fairy tales and design it into a poster than read it in front of the classroom!
- **Kelompok Low:**
 - Please make a fairy tales and design it into a poster than read it in front of the teacher!



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lampiran 4: Rubrik Penilaian LKPD

RUBRIK PENILAIAN LKPD

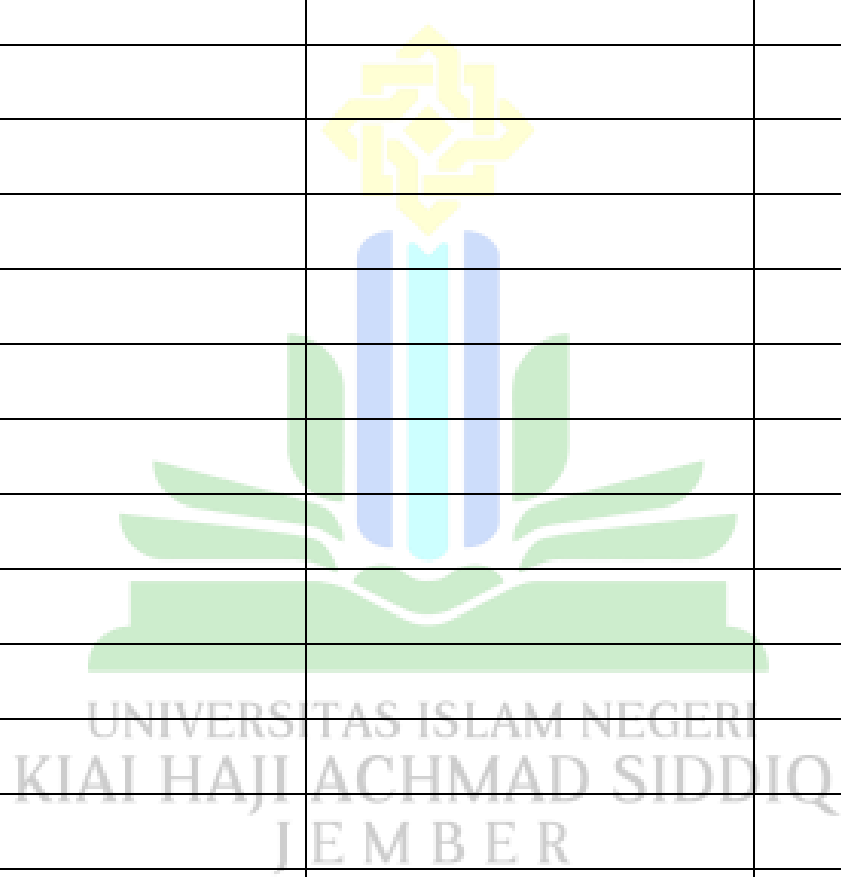
Hari/Tanggal :

Kelas :

Materi :

No.	Nama	Aspek yang Dinilai					Jumlah Nilai	Nilai Akhir
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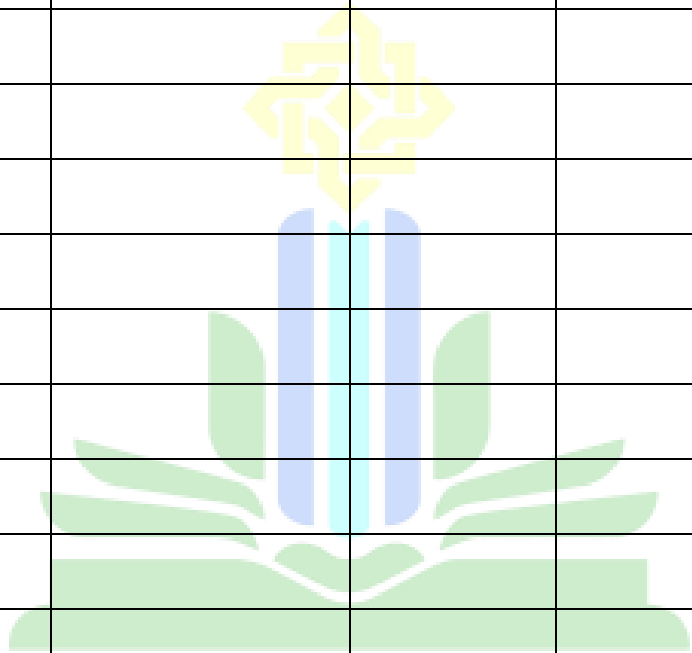
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Lampiran 6: Rubrik Penilaian Sikap Profil Pelajar Pancasila

PENILAIAN SIKAP PROFIL PELAJAR PANCASILA

No.	Hari / Tanggal	Nama Peserta Didik	Sikap Positif	Sikap Negatif	Keterangan



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Lampiran 7: Rubrik Penilaian Performa**RUBRIK PENILAIAN MENYAMPAIKAN HASIL DISKUSI**

Aspek	Skor	Kriteria
Content	5	Semua jawaban benar dan sesuai dengan perintah
	4	Jawaban benar dan sesuai meskipun ada sedikit kesalahan
	3	Jawaban benar dan salah yang masih bisa dipahami
	2	Banyak jawaban yang tidak sesuai dengan perintah
	1	Tidak ada jawaban yang sesuai dengan perintah
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus

Appendix 5

Research Instrument

1. Observation Instrument

- a. The condition of SMAN 1 Jember.
- b. The implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember.

2. Interview Instrument

- a. How is the planning of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?
- b. How is the implementation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?
- c. How is the evaluation of Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?
- d. What are the teachers' difficulties in implementing the Merdeka Curriculum in teaching English at the eleventh grade of SMAN 1 Jember?









3. Document Review Instrument

- a. Profile of SMAN 1 Jember
- b. Goal, vision and mission of SMAN 1 Jember
- c. Teacher and staff data of SMAN 1 Jember
- d. The data of students at the eleventh grade of SMAN 1 Jember
- e. ATP (Alur Tujuan Pembelajaran)
- f. Teaching Module

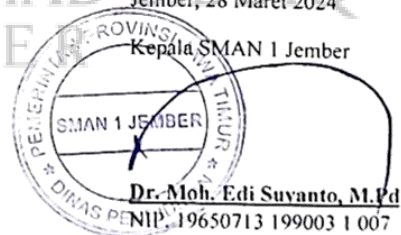
Appendix 6

RESEARCH JOURNAL

Name : Eka Maulidhatul Fitriah
NIM : 201101060003
Title : An Analysis of Merdeka Curriculum in Teaching English through Eleventh Grade at SMAN 1 Jember
Location : SMAN 1 Jember

No.	Day/Date	Activity	Signature
1.	09 th of November 2024	The researcher did the preliminary study by conducting observation and interview with the English teacher	
2.	15 th of March 2024	The researcher confirmed the research permission	
3.	21 st of March 2024	The researcher observed an analysis of merdeka curriculum in teaching English through eleventh grade	
4.	22 nd of March 2024	The researcher observed an analysis of merdeka curriculum in teaching English through eleventh grade	
5.	25 th of March 2024	The researcher interviewed the students in the eleventh grade of SMAN 1 Jember	
6.	26 th of March 2024	The researcher interviewed the English teachers in the eleventh grade of SMAN 1 Jember	
7.	27 th of March 2024	The researcher completed the research data of document review	
8.	28 th of March 2024	The researcher got a letter of research finishing	

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KIAI HAJI ACHMAD SIDDIQ
JEMBER, 28 Maret 2024
Kepala SMAN 1 Jember



Appendix 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli Telp.(0331) 428104 Fax (0331) 427005 Kode Pos. 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.uinjember@gmail.com

Nomor : B-5949/ln.20/3.a/PP.009/03/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN 1 Jember

Jl. Letjen Panjaitan No.55, Gumuk Kerang, Sumbersari, Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060003
Nama : EKA MAULIDHATUL FITRIAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Moh. Edi Suyanto, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Maret 2024

Dekan,

HOTIBUL UMAM



UNIVERSITAS ISLAM NEGERI
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JEMBER

Appendix 8



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 JEMBER

Jl. Letjend. Panjaitan No. 53-55 Jember 68121 Telp./Fax. 0331-338586
<http://www.sman1jember.sch.id>, e-mail : sekolah@sman1jember.sch.id

SURAT KETERANGAN

Nomor : 421/490/101.6.5.1/2024

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Jember, menerangkan dengan sebenarnya bahwa :

Nama : **EKA MAULIDATUL FITRIAH**
NIM : 201101060003
Program Studi : Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah melaksanakan penelitian dengan judul "**An analysis of Merdeka Curriculum in teaching English through eleventh grade at SMAN 1 Jember**" pada tanggal 15 s.d 28 Maret 2024

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 3 April 2024
Kepala sekolah,

Dr. MOH. EDI SUYANTO, M.Pd
NIP. 19650713 199003 1 007

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Eka Maulidhatul Fitriah
NIM : 201101060003
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : The Implementation of Merdeka Curriculum in Teaching English at the Eleventh Grade of SMAN 1 Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (13,8 %)

1. BAB I : 14 %
2. BAB II : 22 %
3. BAB III : 17 %
4. BAB IV : 16 %
5. BAB V : 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 17 Mei 2024

Penanggung Jawab Turnitin

ETIK UIN KHAS Jember

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



(Laily Yunita Susanti, S. Pd., M. Si.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 10

Documentation



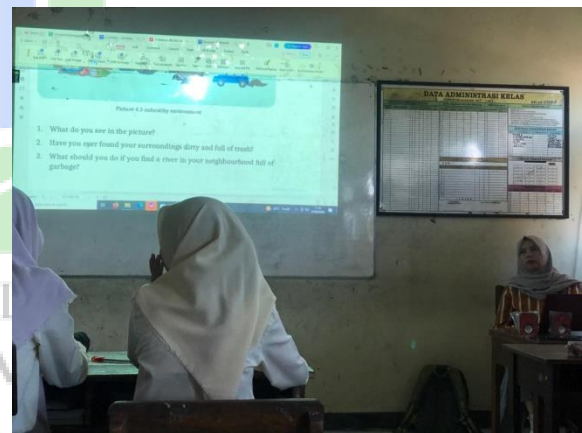
The researcher confirmed research permission to the deputy head of curriculum section at SMAN 1 Jember



The researcher interviewed Mrs. Dieta as the English teacher about the planning, implementation, evaluation and teacher's difficulty in implementing Merdeka curriculum



The teacher explained about the Fairy Tales material used differentiated learning method and video as the media.



The teacher explained about the Fairy Tales material used differentiated learning method and video as the media.



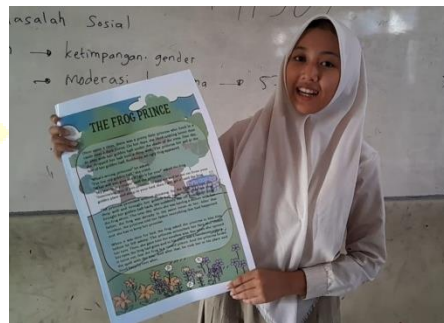
Low group students discussed about making fairy tales story



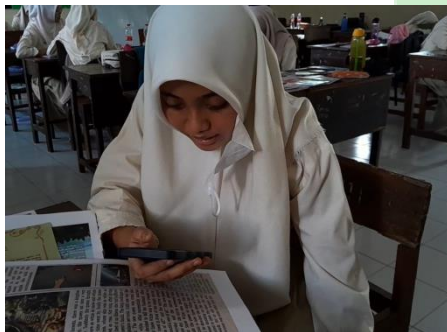
Middle group students discussed about making fairy tales story



Expert group students discussed about making fairy tales story



Delegation of middle group students presented about their fairy tale poster



Delegation of low group students read about their fairy tale poster



One of expert group students updated the fairy tale video on Instagram



The students' poster as an Formative assessment

Appendix 11

CURRICULUM VITAE



1. Personal Information

- a. Name : Eka Maulidhatul Fitriah
- b. NIM : 201101060003
- c. Place, date of birth : Sumenep, 09th of May 2003
- d. Gender : Female
- e. Address : Duko - Rubaru - Sumenep
- f. Faculty : Education and Teacher Training
- g. Major : English Education Program
- h. Email : ekamaulidatulfitria@gmail.com

2. Education Background

- a. Kindergaten : TK Al-Hidayah
- b. Elementary School : SDN Rubaru 1
- c. Junior High School : MTs 1 Putri Annuqayah
- d. Senior High School : MA 1 Annuqayah Putri