#### **THESIS**



# STATE ISLAMIC UNIVERSITY OF KIAI HAJI AHMAD SIDDIQ JEMBER FACULTY OF EDUCATION AND TEACHER TRAINING JUNE 2025

#### **THESIS**

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



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OF KIAI HAJI AHMAD SIDDIQ JEMBER
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# **MOTTO**

وَ أَنْ لَيْسَ لِلْانْسَانِ إِلَّا مَا سَعَى ٢٩ ﴿ وَأَنَّ سَعْيَهُ سَوْفَ يُرِي اللَّهُ اللَّهُ وَأَن

"And that man can have nothing but what he does (good or bad), And that his deeds will be seen." (QS. An-Najm: 39-40)\*



<sup>\*</sup> Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Kan. "Translation of the Meaning of THE NOBLE QUR'AN in English Language. Pdf," n.d., 721.

#### **DEDICATION**

I proudly dedicated this thesis to:

- 1. My dearest parents, my beloved father Abdul Kholiq and my mother Siti Zahroh. Thank you for always being a source of endless prayers, love, motivated me and support for me. You are my biggest reason to keep going and fighting. Thank you for all your sacrifices and endless love. This work is dedicated wholeheartedly for you.
- 2. My family, my first older brother Mr. Fariduddin and his wife, my second older brother Mr. Abdul Basid and his wife. Thank you for always providing support and assistance so that I can be enthusiastic about completing this thesis.

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The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

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The researcher really realizes that this thesis is far from being perfect.

Therefore, I welcome all the criticism and suggestion. The researcher hopes that this thesis will be useful for the reader and the other researchers who need it.

UNIVERSITAS ISLAM NJember, May 20<sup>th</sup>, 2025 KIAI HAJI ACHMAD SIDDIQ J E M B E R

<u>UL'YATUL MUHIMMAH</u>

#### **ABSTRACT**

**Ul'yatul Muhimmah, 2025:** Students' Interest in Learning English Based on Merdeka Curriculum in the 4<sup>th</sup> Grade Students at SDN Penataan, Pasuruan.

**Key Words:** students' interest in learning English, *merdeka* curriculum

At SDN Penataan, English has recently been reintroduced following the implementation of the *Merdeka* Curriculum, as it was previously excluded from the 2013 Curriculum (K13). Based on preliminary research, it was found that SDN Penataan has only recently begun implementating the Merdeka Curriculum in stages. In the first year, it was apllied to grades 1 and 4; and so on. This staged implementation means that in 2024 4<sup>th</sup> grade students were experiencing English lesson for the first time, as they never received English lesson under the previous curriculum (K13). This condition presents a unique opportunity to explore how these students develop interest in learning English from the ground up, making the 4<sup>th</sup> grade an ideal focus for this study.

The research focus form as follows: 1) How is students' interest in learning English based on *Merdeka* Curriculum? 2) How does the teacher attract students' interest in the 4<sup>th</sup> grade students of SDN Penataan, Pasuruan? Then, the research objectives are: 1) to describe the students' interest in learning English using *Merdeka* Curriculum. 2) To describe the teacher strategies to attract the students' interest in the 4<sup>th</sup> grade of SDN Penataan.

This research employed a qualitative approach with a descriptive deign to explore students' interest in learning Englis. The subjects of this research consist of an English teacher and the 4<sup>th</sup> grade students at SDN Penataan, Pasuruan. The data are collected through observation, interview, and document review. The data analysis is conducted using analysis techniques from Miles Huberman; data reduction, data display, conclusion drawing/verification. The data validity was clarified from source triangulation and technique triangulation.

The findings of the research including; 1) Students' interest in learning English, were: a) The students were ready to received the lesson by showing enthusiasm and readiness when English lessons were about to begin; b) the students showed a high frequency of attendance and active participation in the lesson; c) the students are able to provide relevant answers and make an effort to respond in English; d) the students showed great enthusiasm in answering questions by quickly raising their hands.; e) the students attention was effectivelycaptured through the use of ice-breaking activities and games integrated into the lesson; f) the students completed the tasks well and always submitted them on time; g) the students showed interest in answering questions by respinding calmly and thoughtfully, and they even asked for more opportunities to receive questions from the teacher. 2) The teacher's strategies to attract students' learning interest in the 4th grade students were: a) the teacher used a variety of learning methods, including lectures, Q&A, and the Total Physical Response (TPR) metod; b) the teacher motivated the students by providing ice-breaking activities and quizzes, which increased their interest in learning; c) the teacher managed the class effectively through careful planning, conducting the core activities, evaluating students, and arranging the students' setaing; d) the teacher designed learning media that was appropriate and aligned with the theme being taught; e) the teacher gave praise to students who completed tasks or answered questions correctly; f) the teacher created study group to encourage students to learn together with their friends at home.

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#### **CHAPTER I**

#### INTRODUCTION

This chapter presents the background of the study, research focuses objectives, scope and limitation, the significance of the research, and the definition of key terms.

#### A. Research Background

The researcher conducted pre- observation and found that SDN Penataan has started implementing the *Merdeka* Curriculum in 2023. In SDN Penataan, the implementation of the *Merdeka* Curriculum is carried out in stages. The first year the *Merdeka* Curriculum was implemented in the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grades, and for the next school year it is implemented in the 3<sup>rd</sup> & 6<sup>th</sup> grades. In addition, in the implementation of the *Merdeka* Curriculum there is one subject that is now taught while in the previous curriculum or 2013 curriculum the subject was eliminated, namely English subject. Thus, the researcher wants to know how students' interest in learning English, that they were never taught to learn English before.

Learning a foreign language will be unique to elementary school students. After all, introducing English to Elementary school-age students is important. Learning English for an Elementary School based on notion that starting to learn English early is an important factor in improving the skills of English learners<sup>1</sup>. Mastering English can help students gain better language skills in general. At this level, students will generally only learn the most

<sup>&</sup>lt;sup>1</sup> Gawi, "The Effects of Age on Learning English: A Case Study of Learning English in Saudi Arabia School, Saudi Arabia." *English Language Teaching* Vol. 5 No. 1, January 2012, 127.

Basic English materials. By introducing English to children at young age can help children to have the ability to speak English. This ability can certainly open up many opportunities for them in the future, such as children will easier to access information from various sources and expand knowledge about the world, can speak with foreign tourist, and expand careers and study aboard.

Currently, in *Merdeka* Curriculum, English lesson is already present in the Elementary Schools after previously in the Curriculum 2013 English lesson were eliminated. Including at SDN Penataan, Pasuruan there is also English lesson, because SDN Penataan has been implementing the Merdeka Curriculum for one year. This curriculum applies to all levels of education, whether in elementary school, junior high school, high school or vocational school, even in higher education. Merdeka Curriculum is a curriculum launched by the Minister of Education and Culture, Nadiem Makarim as an enhancement of the 2013 Curriculum. The curriculum itself is the core of education that should not be separated because the curriculum in the world of education is very important. Merdeka Curriculum is a curriculum that focuses on essential materials, character development, and learners' competencies that have the aim of honing students' interest and talents from an early age. Merdeka Curriculum is designed to be more flexible and to make it easier for teachers or students<sup>2</sup>. In this curriculum, learning content is optimized because it makes it easier for students to explore concepts and strengthen competencies by having enough time. And of course for the teachers they can adjust what is

<sup>&</sup>lt;sup>2</sup> Fadhila Hassan, Arifuddin, and Lalu Muhaimi, "English Teachers Strategies in Implementing Merdeka Curriculum: A Case Study of English Teachers at SMPN 2 Praya." *Jurnal Ilmiah Pendidikan Dasar* Vol.9 No. 1, March 2024, 322.

needed in teaching; they can choose various teaching tools that can be adapted to the learning needs and interest of students.

The implementation of *Merdeka* Curriculum using a *student centered learning* approach. Thus, the teachers are required to be more creative and innovative in creating effective and fun learning. It aims to make students active and productive in learning, to increase students discipline and responsibility in learning; and to make activities fun.<sup>3</sup> Teachers must be able to attract students' interest in learning by applying appropriate teaching strategies. In implementing *Merdeka* Curriculum, teachers must understand effective learning strategies so that the *Merdeka* learning that is carried out is directed.

Students want to learn English if there is interest in English. Making students interested in learning English depends on the way the teacher teaches. How teacher energize students and how teacher make learning as interesting as possible. The teacher is able to teach and arouse students' interest in following the lesson in the class is very important. If it is not the teacher who starts or who can attract students' interest, they will find it difficult to be interested in learning English, because interest will exist in a person when they feel that something learned is meaningful to them. As in the book of Slameto, he stated that interest in not brought from birth, but will be acquired later. 5

<sup>3</sup> H. E. Mulyasa, *Implementasi Kurikulum Merdeka*, 2023. 1<sup>st</sup> edition (Jakarta Timur: Bumi Aksara, 2023), 117-118.

<sup>&</sup>lt;sup>4</sup> Amjah, "A Study of Teachers' Strategies so Develop Students' Interest toward Learning English as Second Language." *Social and Behavior Sciences*, 2014, 189.

<sup>&</sup>lt;sup>5</sup> Slameto, Belajar Dan Faktor- Faktor Yang Mempengaruhi, 2022.

In general, interest is a sense of pleasure or liking for something, or it can be said that someone like one thing more than the other things, as well as someone who likes or is interested in learning. In accordance with the words of Allah in Al- Qur'an (Al- Baqarah verse 31):

Meaning: And He taught Adam the names – all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." (Al-Bagarah verse 31).

In the verse explained that prophet Adam is the one who taught. In addition from there it can be seen that prophet Adam has an interest and willingness to learn. If a person has an interest in an object then surely they will focus their attention on it. Interest has an important role in determining the success of an education program. If there is no interest in learning, especially for students, of course, they will not enjoy or pay attention to the lesson. Oluminde et al. define interest in learning as the tendency of learners to react positively to some aspect of learning. Tend to feel interested and happy to learn, actively participate, and have a strong desire to learn are students who have a high interest in learning. Vice versa, if students are not interested in the subject they are studying, they will not put in the effort to learn and excel in the subject. In a learning activity characterized by students'

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<sup>&</sup>lt;sup>6</sup> Olusola, Salami Taofeek, and Oyedare Oluminde, "Parents and Students Interest as Determinants of Students' Academic Performance in Agricultural Science in Selected Secondary School in Oyo Metropolis, Oyo State." *International Journal of Academic Research in Progressive Education and Development* Vol. 4 No. 4, 2015, 15.

Jislamiati, "The Factor Influencing Students' Interest in Learning English Subjects at The Eight Grade of SMP Al Irsyad Al Islamiyah Purwokerto." (Purwoketo: UIN SAIZU, 2022), 1.

interest and attention is one of the characteristic of effective learning condition.

Interest is important, especially interest in English. But of course, not all students are happy to learn English in class. In addition, it can be overcome if educators or teachers can build an interesting learning atmosphere and make students happy to learn English. Interested in English means that someone who likes and wants to learn more about English. Students who are interested in English can be characterized by getting good score and making more effort to learn English or students who are motivated in learning English. It can be assumed that students who have high learning motivation will more easily improve their scores and can achieve better results.

From the above background of the research, the researcher chose SDN Penataan as the research setting, because SDN Penataan is one of the elementary school that implemented the current curriculum. In addition, the researcher chose SDN Penataan because it is more popular than other elementary schools in Penataan. The researcher will be conducted this research in the 4<sup>th</sup> grade students. The researcher chose will do the research in 4<sup>th</sup> grade because: first, 4<sup>th</sup> grade had just been introduced to English lesson and in previous classes had never been introduced to English lesson; and second, the 4<sup>th</sup> grade teacher was a graduate teacher of English Education. Based on the explanation above, the researcher is going to conduct the research as Qualitative Research with the title "Students' Interest in

<sup>8</sup> Nofta Victory. R. G, Thesis "The Correlation Between Students' Interest in Learning English and Students' English Reading Achievement at MTsN 7 Kediri." (Kediri: IAIN KEDIRI, 2022).

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Learning English Based on *Merdeka* Curriculum in the 4<sup>th</sup> Grade at SDN Penataan, Pasuruan".

#### **B.** Research Focus

Based on the research background above, the research questions of this study is:

- 1. How is students' interest in learning English based on *Merdeka* Curriculum?
- 2. How does the teacher attract the students' interest in 4<sup>th</sup> grade students of SDN Penataan, Pasuruan?

#### C. Research Objectives

Following the research focus, the following study goals are established:

- 1. To describe the students' interest in learning English using Merdeka

  Curriculum. IVERSITAS ISLAM NEGERI
- 2. To describe the teacher strategies to attract the students' interest in 4<sup>th</sup> grade of SDN Penataan, pasuruan.

# D. Research Scope and Limitation

The scope of the study focused on students' interest in learning English using the *Merdeka Curriculum* in the 4<sup>th</sup> grade of SDN Penataan, Pasuruan. The limitation is focused on one class in the fourth grade. The subjects are 17 students. There are 9 males and 8 females students.

#### E. Research Significances

The result of this study is expected to make the following contribution as follows:

# 1. Theoretical Significance

The theoretical significance, it is hoped that the result of this study can be useful for providing insight in terms of students' interest in learning English, especially in the implementation of the *Merdeka Curriculum*.

# 2. Practical Significance

# a. The English teacher

This research will be beneficial for English teachers to provide an overview of strategies that can be applied by other teachers in teaching English.

# b. The researcher RSITAS ISLAM NEGERI

This study can develop the researcher's knowledge and experience about students' interest in learning English and how the teacher teaches to increase students' interest in learning English using a *Merdeka Curriculum*. This research also can provide additional knowledge about qualitative research for the researcher.

#### c. The future researcher

This research will be useful for future researchers who are interested in examining students' interest in learning English, and about the implementation of the current curriculum.

#### F. Definition of Key Terms

#### 1. Students' Interest in Learning English

Interest in English is a willingness to learn English and has a drive to learn more about English. Students who have an interest in English of course will try to get better score in English. Students who have interest in a subject will tend to focus their attention on that subject, and try to get good score in it.

#### 2. Merdeka Curriculum

The *Merdeka curriculum* is the curriculum currently implemented in Indonesia, including SDN Penataan that currently implements the *Merdeka Curriculum*. In SDN Penataan, the implementation of the *Merdeka Curriculum* is carried out in stages. The first year the *Merdeka* Curriculum was implemented in the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grades, and for the next school year it is implemented in the 3<sup>rd</sup> & 6<sup>th</sup> grades. This research will be conducted in the 4<sup>th</sup> grade students. The researcher chose will do the research in 4<sup>th</sup> grade because the 4<sup>th</sup> grade had just been introduced to English lesson and in previous classes had never been introduced to English lesson.

#### **CHAPTER II**

#### LITERATURE REVIEW

This chapter discusses relevant theories, and previous studies that serve as the foundation for understanding and analyzing the research topic.

# A. Previous Study

In this section the researcher will mention several previous studies that related to this research. There are some similarities and differences, there are:

1. The first study was conducted by Irfan Fajrul Falah, Yanuarti Apsari, and Rita Kusumah (2023), entitled "Teaching English at Primary School under Merdeka Curriculum: Students' Voice". <sup>10</sup> The aimed of the study was to investigate how the Merdeka Curriculum was implemented in practice, especially on how students learn English in this Merdeka Curriculum. In this study the researcher used several techniques for collecting data including a questionnaire that cover four aspects; students' interest; methods; media, and students' comprehension activities. The researcher also used focus group discussion. The study showed that students' interest in learning English is relatively low. Only 15, 6 % liked English. Meanwhile, 59, 2% admitted that they sometimes like English; the method used in learning English showed almost the same percentage between students who found the learning interesting (27, 2%) and students who were not interested (26, 5 %); while the use of learning media has not been maximally implemented by teachers in teaching English in Elementary

<sup>&</sup>lt;sup>10</sup> Irfan Fajrul Falah, Yanuarti Apsari, and Rita Kusumah, "Teaching English at Primary School under Merdeka Curriculum: Students' Voices." *The Proceeding of the English Language Teaching, Literature, and Translation* Vol. 12 No. 1, 2023, 118- 124.

School; for students' comprehension activities, 53, 1% students admitted that the teacher always gave them homework, while only 10, 9% admitted that the teacher rarely gave the homework. And the result of the research shows that there are still some issues that should be resolved sooner rather than later. Therefore, the quality of English teaching at the primary school level can be better in the future.

2. The second study was conducted by Lara Prahastina, Mintasih Indriayu, Matsuri (2023), entitled "Implementation of the Merdeka Curriculum and Its Impact on Effective Learning Achievement in Elementary School". <sup>11</sup>The aimed of the study to analyzed the influence of the implementation of Merdeka Curriculum on students' learning achievement at SDN Bolo 01, Kare District, Madiun Regency. This study adopted descriptive approach using qualitative method. In addition the research location was in SDN Bolo 01, Kare District, Madiun Regency. The instruments of the study were 10 teachers who were responsible for implementing Merdeka Curriculum in their classroom by September 2023 ( it consist of teachers in SDN Bolo 01, Kare District, Madiun Regency). The data collection techniques used in this study includes observation using an observation sheet, interviews, and documents analysis tools. From the results of the study indicate the readiness and positive commitment of the teachers to accept changes in learning approaches. Analysis of teacher readiness through interview showed a strong understanding of the concept of

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<sup>&</sup>lt;sup>11</sup> Lara Prahastina, Mintasih Indriayu, and Matsuri, "Implementation of the Merdeka Curriculum and Its Impact on Effective Learning Achievement in Elementary School." *Mini International Conference of Educational Research and Inovation* Vol. 7 No. 1, 2023, 166-173.

- Merdeka Belajar and readiness to adopt a new curriculum that emphasizes creativity and innovation.
- 3. The third study was conducted by Febi Ria Valentina, Asih Rosnaningsih, and Nurul Muttaqien (2022), entitled "Analysis of Students' Learning Interest in Learning English Subjects for 3<sup>rd</sup> Grade Students at SDN Karawaci Baru 4". The study aimed to determine students' learning in English subject of 3<sup>rd</sup> grade at SDN Karawaci Baru 4. The method used in the research was descriptive research by conducting questionnaires, observation, interviews, and documentation as data collection techniques. The subjects in the study were students of class III B SDN Karawaci Baru 4 as many as 24 students. The research location was at SDN Karawaci Baru 4 which is located at Jl. Ciujung Raya No. 4 RT. 009/ RW. 002, Karawaci Baru. The result showed that overall the learning interest of 3<sup>rd</sup> grade students at SDN Karawaci Baru 4 has been able to meet the indicators. HAII ACHMAD SIDDIO
  - **Interest in learning**: students were very interested when giving one day one vocabulary and students were very enthusiastic about getting assignments from the teacher.
  - **Attention**: students who pay attention when teacher explains will be serious in learning and capture the explanation of the teacher well.

12 Febi Ria Valentina, Asih Rosnaningsih, and Nurul Muttaqien, "Analysis of Students'

Learning Interest in Learning English for 3rd Grade Students at SDN Karawaci Baru 4," *Jurnal Pendidikan dan Konseling* Vol. 4 No. 5, 2022, 2112- 2124.

- Motivation: students who have motivation are students who want to come forward and want to answer teacher's questions, then explained again in front of their friends.
- **Knowledge**: students who have mastered a lot of new vocabulary.
- 4. The fourth study was conducted by Raveenthiran Vivekanantharasa, Abdul Rahim Saidek, and Heru Setiawan (2022), entitled "Curriculum for Elementary Schools in The *Merdeka* Curriculum". The aimed of the research to examine the English curriculum for elementary schools in the *Merdeka* Curriculum. It used Systematic Literature Review (SLR) for the research method. There were several stages involved in using the SLR method, namely planning, literature search, assessment of inclusion and exclusion criteria, quality assessment, data collection, and data analysis. The object of the research was the English curriculum for primary schools in the "*Merdeka* Curriculum" in Indonesia. The study showed that English is one of the optional subjects in primary school in the *Merdeka* Curriculum, although there are many obstacles in its implementation, it does not mean that there are no solutions that can proposed. So in the face of any challenges in learning English, there must be a solution to solve these challenges.
- 5. The fifth study was conducted by Andini Amalia Suwardi, Rusi Rusmiati Aliyyah (2023), entitled "Implementation of the *Merdeka Curriculum*: Teachers' strategies in Managing Students' Learning Interest in

<sup>13</sup> Raveentiran Vivekanantharasa, Abdul Rahim Saide, and Heru Setiawan, "Curriculum for Elementary School in the Merdeka Curriculum", *Educational Journal Innovation and Publication* Vol. 1 No. 2, 2022, 82-89.

Elementary School". 14 The research aimed to found out implementation of Merdeka Curriculum in managing elementary school students' interest in learning. The data collection technique was carried out through purposive sampling technique by conducting surveys in each school that implementing the Merdeka Curriculum. The research participants were 15 classroom teachers in elementary schools spread across 5 regions in 3 provinces, namely West Java province, Special Capital Region (DKI) and Bangka Belitung, Indonesia. The 5 regions were Bogor city, Bogor district, South Jakarta, Sumedang district, and East. The results of the research concluded that the success of effective strategy in managing students' interest in learning is determined by the teachers' competence in managing interest in learning and the support from the school, government, and parents. Teachers must be able to created and determined classroom management strategies, especially managing learning interest in each learner; and teacher also must be able to analyze and identified the characteristic of learners.

6. The last study was conducted by Dian Nirmala Sari (2021), entitled "Survey of Students' Interest in Learning English at Seven Grade of MTs Miftahul Ma'arif Pelambik in Academic Year 2021/2022". <sup>15</sup>The aimed of the study was to found out the level of students' interest in learning English. The researcher used descriptive qualitative approach as a method.

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<sup>&</sup>lt;sup>14</sup> Suwardi and Rusi Rusmiati Aliyyah, "Implementation of the Merdeka Curriculum: Teachers' Strategies in Managing Students' Learning Interest in Elementary Schools."

<sup>&</sup>lt;sup>15</sup> Dian Nirmala Sari, "Survey of Students' Interest in Learning English at Seven Grade of MTs Miftahul Ma; Arif Pelambik in Academic Year 2021/2022."

The data collections of the research were questionnaire and interview. The research was conducted at MTs Miftahul Ma'arif Pelambik. The data sources was the seven grade of MTs Miftahul Ma'arif Pelambik, there were 60 students from 30 VII A classes and 30 VII B classes. The resulted of the study, the students of MTs Miftahul Ma'arif Pelambik have very interest in learning English. There were 85% students who interested in learning English. Students who were interested in English were those who felt happy when learning English and those who wanted to increase their knowledge by doing some activities, like reading texts, listening to music or come conversation in English, participating in activities related to English, and watching English video.

Table 2.1
The similarities and differences between this research and previous research

No.	Name [ ]	JIVF TitleTAS	SI Similarities RI	Differences
1.	Irfan Fajrul Falah,	Teaching English	- Both studies	- The previous study
	Yanuarti Apsari,	at Primary School	research about	focused on students'
	and Rita Kusuma	under Merdeka	English in	voice on the teaching
	(2023)	Curriculum: M	<b>b</b> primary school	of English; however
		Students' Voice	using the	this study focuses on
			Merdeka	students' interest in
			Curriculum	learning English.
			- Both studies is	1 2
			conducted in 4 <sup>th</sup>	was conducted in 4 <sup>th</sup>
			grades of	grade students from
			Elementary	six Elementary
			School students	schools. While this
				study only
				conducted in one
				school.
2.	Lara Prahastina,	Implementation	- Both studies	- The previous study
	Mintasih	of the Merdeka	research about the	focused more on the
	Indriayu, Matsuri	Curriculum and	Merdeka	impact of the
	(2023)	Its Impact on	Curriculum in	implementation of

No.	Name	Title	Similarities	Differences
		Effective	Elementary	the <i>Merdeka</i>
		Learning	School	Curriculum on
		Achievement in		learning
		Elementary		achievement, while
		School		this study focuses
				more on the
				students' interest by
				using <i>Merdeka</i>
				Curriculum.
3.	Febi Ria	Analysis of	- Both studies have	- The previous study
	Valentina, Asih	Students'	the same goal,	was conducted in 3 <sup>rd</sup>
	Rosnaningsih, and	Learning Interest	namely to find out	grade of Elementary
	Nurul Muttaqien	in Learning	students' interest	School, while this
	(2022)	English Subjects	in learning in	study conducted in
		for 3 <sup>rd</sup> Grade	English subject.	the 4 <sup>th</sup> grade of
		Students at SDN	- Both studies use	Elementary School.
		Karawaci Baru 4	the same	- There are 4 data
			qualitative	collection techniques
			approach.	in the previous study
				(questionnaires,
				observation,
				interview, documentation).
				Whereas in this
				study the researcher
	ŢŢ	VIIVED SITAS	SLAM NEGERI	do not conduct
		NIVEROITAG	OLAW NEGLIG	questionnaire in data
	KIA	HAII ACH	HMAD SIDDI	collection technique.
4.	Raveenthiran	Curriculum for	- Both studies	- The previous study
	Vivekanantharasa,	Elementary	discuss the	used Systematic
	Abdul Rahim	School in The	Merdeka	Literature Review
	Saidek, Heru	Merdeka	Curriculum for	(SLR), whereas in
	Setiawan (2022)	Curriculum	Elementary	this study the
	, ,		School.	researcher use
			- Both studies	qualitative approach
			discuss English	as a research
			subject.	method.
				- The previous study
				discussed English in
				the <i>Merdeka</i>
				Curriculum in
				general, while in this
				study the researcher
				focuses more on
				students' interest in

No.	Name	Title	Similarities	Differences
				learning English.
5.	Andini Amalia Suwardi and Rusi Rusmiati Alliyah (2023)	Implementation of the Merdeka Curriculum: Teachers' Strategies in Managing Students' Learning Interest in Elementary Schools	- Both studies examine those related to the <i>Merdeka</i> Curriculum - And research that has to do with elementary school students' interest in learning.	- The previous study discussed students' interest in learning by using <i>Merdeka</i> Curriculum, while in this study only focuses on students' interest in one subject, which is English subject The participants in the previous study were 15 Elementary School class teachers in 5 regions (Bogor, Bogor district, South Jakarta, Sumedang district, and East Belitung). Whereas in this study the participants are the 4th grade of Elementary School students and their
	U	NIVERSITAS	SLAM NEGERI	English teacher.
6.	Dian Nirmala Sari (2022)	Survey of Students' Interest in Learning English at the Seven Grade of MTs Miftahul Ma'arif Pelambik in Academic Year 2021/ 2022	- Both studies discuss about the students' interest in learning English Both study use the same qualitative approach.	The previous study conducted the study at the 7 <sup>th</sup> grade of MTs students, while this study conducts at the 4 <sup>th</sup> grade elementary school students.  The previous study used questionnaire and interview as the data collection, while in this study the researcher conduct the observation, interview and document review as the data collection.

#### **B.** Theoretical Framework

#### 1. Students' Interest in Learning English

Learning English is not as easy as it seems. If it is not based on interest, it will be difficult to enjoy learning English, because not all students enjoy learning English. Students who have an interest in learning English will not feel bored during the lesson. Students who feel bored will usually make them sleepy in class, and that means they are not interested in the lesson. Because basically, according to Sugianto at al., interest influences students to do activities that they are interested in. <sup>16</sup> Students who are interested in English mean that they are interested in learning languages, including foreign languages such as English itself.

#### a. The definition of Interest

Interest means to feel happy about something. According to Djarmah, interest is a persistent tendency to pay attention and remember some activities. <sup>17</sup> Slameto stated in his book, interest is a sense of preference and sense of interest in a thing or activity without anyone telling you to. <sup>18</sup> According to Crow and Crow in Djali, interest is related to the forces that encourage a person to face or deal with people, objects, activities, and experiences that are stimulated by the

<sup>&</sup>lt;sup>16</sup> Sugianto, Sofendi, and Ismail Petrus, "English Learning Interest of the Junior High School Students: A Mixed Methods Study." *Jurnal Pendidikan Indonesia* Vol. 12 No. 3, 2023, 567.

<sup>&</sup>lt;sup>17</sup> Donni Juni Priansa, *Pengembangan Strategi & Model Pembelajaran*, (Bandung: Pustaka Setia, 2019), 38.

<sup>&</sup>lt;sup>18</sup> Slameto, Belajar Dan Faktor- Faktor Yang Mempengaruhi, 2022.

activity itself. <sup>19</sup> In addition, Muhibin Syah defines that interest means a tendency and high enthusiasm or a great desire for something. <sup>20</sup>

From some definition of interest above, it can be conclude that interest is an impulse that causes a person to deal with, even like something, are its people, objects, activities or experiences. When someone is interested in something, for example, interested in an activity, they tend to do the activity often. The same thing is if someone is interested in learning some material, they will be happy when learning about it.

Interest in learning means the extent to which students like or interest and involve in certain activities. Students who have an interest in a subject will try to get good and better result from what they learn. Meanwhile, according to Abdul Hadits and Nurhayati, interest in learning is defined as a sense of interest shown by students in learning activities, both at home, at school, and in the community.<sup>21</sup> This means that they are willing to learn anywhere and anytime if there is an interest in learning activities.

#### 1) Indicators of Interest in learning

Students who are interested in learning can be seen through several aspects that reflect students' active involvement in the

Muhibin Syah, Psikologi Pendidikan Dengan Pendekatan Baru, (Bandung: Remaja Rosda Karya, 2013), 136.

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<sup>&</sup>lt;sup>19</sup> Djali, *Pskologi Pendidikan*, (Jakarta: Bumi Aksara, 2021), 121.

<sup>&</sup>lt;sup>21</sup> Abdul Hadits and Nurhayati, *Psikologi Dalam Pendidikan*, (Bandung: Alfabeta: 2014), 44.

classroom. As mentioned by Hutagalung, the indicators of students' interest in learning are as follows:<sup>22</sup>

#### a) Students' readiness to receive the lessons

Students who are interested in learning, the first can be seen from the students' readiness to receive the lessons. According to Daradjat, readiness is the condition of individuals that allow them to learn. <sup>23</sup> This can be indicated by the way they attitudes. Students who are ready to receive lessons will sit up straight. If the students looked less from the beginning, it is a sign that they are not interested in learning.

In addition, they will concentrate fully on the lessons.

When they concentrate, they can easily accept the lesson.

According to Efendi, Students who have physical, mental and material readiness will help to be more active in responding to learning process activities.<sup>24</sup>

# b) Students' attendance in the lesson

According to Gustina in her thesis said that students' attendance at school (school attendance) is the presence and participation of students physically and mentally in school

<sup>22</sup> Insenalia Sampe Roly Hutagalung, "Mengembangkan Minat & Bakat Belajar Siswa." in *Pengembangan Minat dan Bakat Belajar Siswa*, (Malang: Literasi Nusantara, 2022), 70.

<sup>23</sup> Zakiah Daradjat, *Metodik Khusus Pengajaran Agama Islam*, (Jakarta: Bumi Aksara, 2008), 276-277.

<sup>&</sup>lt;sup>24</sup> Effendi, "Hubungan Readiness (Kesiapan) Belajar Siswa Dengan Hasil Belajar Fisika Kelas X SMK Muhammadiyah 03 Sukaraja." *Jurnal Pendidikan Fisika*, Vol. 5 No. 1, 16.

activities during effective hours at school.<sup>25</sup> Students who are present during the lesson mean that they are not only physically present, but also their minds. Students who are happy in a subject will not come late because they do not want to miss the lesson. Students will also not leave the class for a very long time. In addition, students who are present during the lesson also show their participation in learning activities.

# c) Students' ability to answer questions

Students' ability to answer questions can be seen when students answer question with right answers and use the correct terms. This refers to the cognitive aspects of students where students can understand the material well and can express it. As in Istaqa et al.'s research, this study has found that when students are interested in a subject, such as English, they tend to pay more attention, actively participate, and more likely too successfully answer questions correctly, as this interest foster motivation and deeper understanding.<sup>26</sup>

# d) Students' enthusiasm in answering questions

Najoan et al. stated that "When teacher provides challenging questions to students and student compete to answer these questions, it creates competition for students, this method

<sup>25</sup> Gustina, "Tingkat Kehadiran Siswa Dalam Proses Pembelajaran Dan Usaha Guru Pembimbing Dalam Meningkatkannya Di Sekolah Menengah Atas Negeri 2 Kampar."

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<sup>&</sup>lt;sup>26</sup> Istaqa, Eni Rosnija, and Yanti Sri Rezeki, "Factor Influencing Students' Interest in Learning English." *Jurnal Pendidikan dan Pembelajaran*, Vol. 11, No. 6, 2022.

increase students' interest in the learning process.<sup>27</sup> Students who are excited when answering questions can be seen from the attitude and energy of students when answering. Students who are excited in answering the teacher's questions will be full of enthusiasm.

#### e) Students' attention in learning

Sugihartono et al. stated that attention is one of the important factors that affect learning because with attention, students will be interested and easily understand the material presented by the teacher. Students who pay attention to the lesson will show a focused attitude towards the material being taught. Students are not easily distracted by things around them such as playing with objects on the table or talking to friends.

Besides that, teachers also play a very important role in attracting students' attention. Teachers can implement lessons that are fun and bot boring. That way, students will pay full attention to the material being taught.

# f) Students' diligence in doing exercise

Students who are diligent in doing exercise are students who strive to complete the exercise well. It can be shown by the students' consistency and focus on what they are doing.

<sup>&</sup>lt;sup>27</sup> Roet A. O Najoan, Winsy C. I Lala, and Yusak Ratunguri, "Peran Guru Sebagai Motivator Dala Meningkatkan Minat Belajar Siswa." *Jurnal Pendidikan Indonesia*, Vol. 4 No. 3, 2023, 129.

<sup>&</sup>lt;sup>28</sup> Sugihartono et al., *Psikologi Pendidikan* (Yogyakarta: UNY), 2007, 76.

Students will do the task carefully in order to get good results. The same case with the characteristic of a diligent person according to Busro is that a diligent person must be in totally in doing the work so that later it can produce maximum results.<sup>29</sup>

#### g) Students' interest in answering a question

Hidi & Renninger, stated that "interest in learning develops through several stages. In the first stage, interest can arise when students feel curious or interested in a topic. When students ask more questions or interact with teacher, it shows that they have progressed past the first stage, indicating that they are more engaged in learning and want to dig deeper into the material being taught.<sup>30</sup> Students who are interested in answering questions can be influenced by motivational aspects where the students are encouraged to answer. Students will be actively involved when discussions take place and students have high curiosity. Students will ask follow- up questions when they find the material interesting.

From some of the indicators mentioned, it can be seen that students' interest in learning can be evaluated through the readiness, attendance, engagement in answering, attention, perseverance, and curiosity they show during the learning process.

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<sup>&</sup>lt;sup>29</sup> Muhammad Busro, *Teori- Teori Manajemen Sumber Daya Manusia* (Jakarta: Prenadamedia Group, 2018), 128.

<sup>&</sup>lt;sup>30</sup> Hidi and K. Ann Renninger, "The Four- Phase Model of Interest Development."

#### 2) Factors that influence students' interest in learning

There are several factors that influence students' interest in learning, both internal and external factors.<sup>31</sup>

#### a) Internal Factors

Internal factors are factors that come from students themselves so that they can encourage them to take action to learn.

- (1) Attention in learning is the concentration of all activities aimed at a set of learning objects.
- (2) Curiosity is a strong feeling to know more about something.
- (3) Need, which is a condition within the students that encourage them to carry out certain activities to achieve goals.
- (4) Motivation \( \) is a change \( \) in energy within students characterized by the emergence of feeling to achieve goals.

### b) External Factors B E R

External factors are factors that come from outside the individual student that encourage the student to carry out learning activities.

(1) Family factors, which affect students learning outcomes, consist of the following aspects:

<sup>&</sup>lt;sup>31</sup> Insenalia Sampe Roly Hutagalung, "Mengembangkan Minat Dan Bakat Belajar Siswa." in *Pengembanagan Minat dan Bakat Belajar Siswa*, (Malang: Literasi Nusantara, 2022), 66-68.

- (a) How parents educate children. If parents do not pay attention to their children's education, it will affect the child's learning outcomes.
- (b) Home atmosphere. It takes a comfortable, and peaceful home atmosphere so that the children can feel at home and can study well
- (c) The economic situation of the family
- (2) School factors, which affect students learning outcomes, consist of the following aspects:
  - (a) Teaching methods. Teachers must be able to teach with teaching methods that are as interesting as possible so that students can learn well
  - (b) Teacher and students relations. The teacher must create

# UNIVE a good relationship with students RI KIAI (c) Discipline HMAD SIDDIO

- (d) The state of building. The state of the building is required to be adequate because there are many students with their own varied characteristics.
- (e) Learning tools. So that teachers and students can conduct lessons properly, good, and complete learning tools are sought.
- (3) Community factors, which affect students learning outcomes, consist of the following aspects:

- (a) Form of community life. Community life around can affect students' enthusiasm to be more active or vice versa.
- (b) Friends hang out. The influences of students' friends hang out faster in their souls. Good friends will have a good effect on students, and vice versa.

#### 3) Interest in Learning English

According to Sugianto et al. Interest in learning English is a feeling that motivates students to learn English. In addition, students who have high interest in learning English will have greater effort and it makes students can get great score or achievement in learning.<sup>32</sup> Students who are motivated in learning will always be active in class and try to understand the lesson well, so students will find it easy to complete assignments so that students will get good scores as well.

When students are interested in the material they are studying, they will pay more attention, process it more quickly, and use more effective learning techniques, like applying critical thinking skills, drawing connections between previously learned material and new information, and focusing on the deeper structure

<sup>&</sup>lt;sup>32</sup> Sugianto, Sofendi, and Ismail Petrus, "English Learning Interest of the Junior High School Students: A Mixed Methods Study," *Jurnal Pendidikan Indonesia* Vol. 12 No.3, 2023, 567.

rather than the superficial details<sup>33</sup>. As well as learning English. Students who are interested in English learning will pay more attention when the teacher explains. They will think that if they do not pay attention, they will not understand the material conveyed by the teacher, especially when what is taught is not a daily language but a foreign language.

Interest has special role and big influence in learning, especially in learning English. If students are not interested in English lesson then they will have difficulty in understanding English materials. According to Manurung et al., interest in learning English is those who show effort to learn English.<sup>34</sup> The efforts made can be in the form of activeness in class (students want to ask questions, answer questions, and participate in class discussion), if outside the classroom students will do independent learning by arranging time so that they can study the subject, or take English courses, students will complete assignments seriously and submit it on time. This effort is very important in learning. Strive to understand deeply what is learned, and strive to achieve better results.

In the result of research conducted by Ninik Hardianti on teacher's perception toward the students' interest in learning

<sup>33</sup> Dian Nirmala Sari, "Survey of STudents' Interest in Learning English at the 7th Grade of Miftahul Ma'arif Pelambik in Academic Year 2021/ 2022." (Mataram: UIN Mataram, 2021).

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 $<sup>^{34}</sup>$  Friscka Br. Manurung, Iwan Supardi, and Eni Rosnija, "Students' Interest in Learning English." (Research article, 2018), 1.

English stated that students pay attention to the material being taught; Students who have motivation will use printed books, social media, practice speaking, and using games; students really enjoyed English lesson because teacher was able to create a fun learning atmosphere; Students felt happy with class activities such as playing games, using songs, working in groups, and watching movies because they felt that the teacher let them be creative; and also what students are interested in learning English is the use of different learning method, such as problem-based learning, inquiry learning, and discovery learning. <sup>35</sup>

#### 4) The advantages of Interest in Learning English

Having an interest in learning a foreign language or English certainly provides several advantages. These advantages can be in the form of positive impacts. According to Rusmiati in Milah, interest in learning has a big impact on learning outcomes, because when someone has an interest in something, they will tend to be more active and committed to it. 36 So when a student has an interest in English they will advantage in the form of good learning outcomes because they will tend to become active and of course will be committed and try to get it.

<sup>35</sup> Hardianti, "A Study on Students' Interest in Learning English of the Third Grade Students at Senior High School 1 Bungaraya Siak Regency Riau Province."

<sup>36</sup> Aulia Rahmaniatul Milah, Raden Risma Fauziah, and Rahmi Nurhikmah, "Analisis Minat Siswa Dalam Pembelajaran Bahasa Inggris". *Karimah Tauhid* Vol. 3 No. 3, 2024, 3695.

Interest in English provides an advantage to good learning outcomes. So, students who have an interest in English will get good scores in English lesson compared to students who have low interest in English. In accordance with what Sugianto stated, students who have a high interest in learning English get higher grades than students who have low interest. This means that interest provides motivation for students to learn English and also has a positive effect on students' achievement.<sup>37</sup> In addition, good learning outcomes will certainly be useful in the future. Thus, interest in English can open up opportunities to get a better education as well as richer learning experiences. It can be conclude that in having an interest in English, the ability in English will increase and can provide many opportunities.

#### 2. Curriculum II VERSITAS ISLAM NEGERI

### a. The definition of Curriculum AD SIDDIQ

In implementing the teaching and learning process, every educator needs a curriculum as a reference. In national education policy, the definition of curriculum can be seen in Undang-Undang No. 20 Tahun 2003 pasal 1 ayat (19), which is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning

<sup>37</sup> Sugianto, sofendi, and Ismail Petrus, "English Learning Interest of the Junior High School Students: A Mixed Methods Study." activities to achieve certain educational goals<sup>38</sup>. It is the structure that guides the teaching and learning process in an educational institution.

According to Doll in Sudarman, curriculum is a design of learning experiences referring to learning outcomes that are expected to foster students' personal and social competencies, through the systematic formulation of knowledge and experience under the responsibility and assistance of the school. <sup>39</sup> Curriculum as the design of learning experiences, this refers to the plans or structures that are developed to guide the students learning process, such as learning materials, and learning methods. Curriculum is created by identifying what students are expected to achieve as a results of the learning process. The curriculum is implemented under the supervision and guidance of the school, which is responsible for ensuring effective and efficient implementation. SISLAM NEGERI

### b. Merdeka Curriculum CHMAD SIDDIQ

#### 1) The definition of Merdeka Curriculum

In his book Zaki Mubarok, Merdeka Curriculum is the name of the new curriculum which has been authorized as a perfecting curriculum from the 2013 curriculum and the emergency curriculum. This curriculum will be implemented as whole in 2024 after an evaluation of K-13.<sup>40</sup> Quoting from the Indonesian Ministry of Education, *Merdeka Curriculum* is a curriculum with

<sup>40</sup> Mubarok, Desain Kurikulum Merdeka Era Revolusi 4.0.

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<sup>&</sup>lt;sup>38</sup> UU RI No. 20 tahun 2003 tentang Sistem Pendidikan Nasional pasal 1 ayat (19).

<sup>&</sup>lt;sup>39</sup> Sudarman, *Pengembangan Kurikulum*.

diverse intracurricular learning where content will be optimized so that learners have enough time to explore concepts and strengthen competencies<sup>41</sup>. According to Kurniasih, *Merdeka Curriculum* is one where learning is diverse and focuses on essential content so that learners have enough time to deepen concept and strengthen competencies. 42 The sentence refers to the concept of a curriculum that gives freedom in the choice of learning methods and materials taught, focusing on the core of lesson so that learners have sufficient opportunities to really understand the concept and develop the necessary skills.

In Mulyasa, Merdeka Curriculum has a flexible principle so that teachers can carry out learning according to the abilities of students and adapted to the context and local content, in addition to the teachers' abilities. 43 In this context, "Merdeka Curriculum" refers to an approach that allows teachers to choose the best way to deliver learning materials that suit students' need and abilities, and provides sufficient space for students to explore and understand deeply. In this way, learners can develop thorough and deep competencies in the areas they study.

It can be conclude that the Merdeka Curriculum is an educational approach that gives schools more freedom and

<sup>&</sup>lt;sup>41</sup> "Tanya Jawab Kurikulum Merdeka," Kemendikbud RI, accessed May 2<sup>nd</sup>, 2024, https://merdekabelajar.kemdikbud.go.id/upload/file/172\_1645510734.pdf.

<sup>&</sup>lt;sup>42</sup> Kurniasih, A-Z Implementasi Kurikulum Merdeka.

<sup>&</sup>lt;sup>43</sup> H. E. Mulyasa, *Implementasi Kurikulum Merdeka*, (Jakarta: Bumi Aksara, 2023), 9.

flexibility to design a curriculum that suits local needs, and promotes learning that is more contextual and relevant to students. It aims to improve the quality of education by better adapting the curriculum to students' needs and potential.

#### 2) The Implementation of Merdeka Curriculum

Implementation of the *Merdeka Curriculum* is carried out by education stakeholders in accordance with the legal basis set by the central government within the Ministry of Education, Culture, Research, and Technology<sup>44</sup>. The implementation of *Merdeka Curriculum* aims to improve the quality of education and relevance of learning to students' needs by providing freedom and flexibility in the learning process. Not only teaching students, but how educators, learn together to run a better curriculum and ultimately create an extraordinary learning system. <sup>45</sup> FRI

Three key activities in the teaching and learning process serve as examples of the basic notion to examine the implementation of the *Merdeka Curriculum*: opening, core, and closing<sup>46</sup>. The activities at the opening are in the form of intimacy building, and pre- test. Intimacy building is carried out in order to

Pembelajaran Berkualitas.", accessed 28 May, 2024, https://www.kemdikbud.go.id/main/blog/2023/02/implementasi-kurikulum-merdeka-

bergotongroyong-menciptakan-pembelajaran-berkualitas

<sup>&</sup>lt;sup>44</sup> Susanti, Fadriati, and Imam Asroa, "Problematika Implementasi Kurikulum Merdeka Di SMP Negeri 5 Padang Panjang." *Jurnal Keislaman dan Ilmu Pendidikan* Vol. 3 No. 1, 2020, 57.

<sup>&</sup>lt;sup>46</sup> Shinta Amalia Ferdaus and Dian Novita, "The Implementation of the Merdeka Curriculum in English Subject at a Vocational High School in Indonesia." *Jurnal Riset dan konseptual* Vol. 8 No. 2, 2023, 302.

create conducive learning conditions so as to create harmonious relationship between teachers and students and between students. The pre- test serve to prepare students to learn, find out the initial abilities of students regarding the topic to be taught, and to find out how learning should begin<sup>47</sup>. After the opening, the next is the core activity. The activity contains the delivery of material by the teacher; apart from that, it also contains student activities such as work in peer, doing exercise and/ or other activities; and there is also feedback interaction between teachers and students. The last is the closing. What is done during the closing is to give assignments, reflections, and post- test. The assignments given are enrichment and remedial to the core learning activities or competency formation. Reflection can be done by reflecting back on that has happened in learning. Post -test serve to determine the level of mastery of students of the competencies that have been taught, and also as a reference material for making improvements to the components of the module and the learning process that has been implemented.<sup>48</sup>

#### 3) The Use of Teaching Strategies in Merdeka Curriculum

The *Merdeka* Curriculum is designed to provide flexibility and freedom in the learning process, with the aim of developing students' potential optimally. To achieve learning goals, teachers

<sup>47</sup> H. E. Mulyasa, *Implementasi Kurikulum Merdeka*, 2023. (Jakarta Timur: Bumi Aksara, 2023), 109- 111.

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<sup>&</sup>lt;sup>48</sup> H. E. Mulyasa, *Implementasi Kurikulum Merdeka*, 2023.

must determine the right strategy for their students. According to Stone and Morris in Issac, teaching strategy is a general plan for a lesson that includes structure, instructional objectives, and an outline of the planned tactics needed to implement the strategy. <sup>49</sup> A teaching strategy is a comprehensive plan prepared by the teacher to carry out the lesson so that learning runs effectively and as expected. Teachers must be able to understand the characteristic of students in order to choose the right teaching strategy.

Teaching strategy is very important because it creates relevant, meaningful and students centered learning. The teaching strategies implemented in the *Merdeka* Curriculum also aim to increase students' interest in learning with a more relevant approach. There are several teaching strategies that can be applied to increase students' interest in learning:<sup>50</sup> FRI

### a) Using a variety of learning methods

Using teaching methods that are appropriate to the subject matter will make students have a deeper understanding of the material. Varieties learning methods are a combination of several teaching methods used in a varied manner as an effort to improve learning outcomes.<sup>51</sup>

<sup>50</sup> Rahmasari, "Strategi Mengajar Guru Dalam Meningkatkan Minat Belajar Siswa." *Jurnal Citra Pendidikan* Vol.3 No. 3, 2023, 1077-1078.

<sup>&</sup>lt;sup>49</sup> C. Jerin Issac, *Methods and Strategies of Teaching: An Overview*. (Pondicherry University Press, 2012), 4.

<sup>&</sup>lt;sup>51</sup> Dani, Shaleh, and Nurlaeli, "Variasi Materi dan Media Pembelajaran dalam Kegiatan Belajar Mengajar." *Jurnal Ilmiah Madrasah Ibtidaiyah*, Vol. 7 No.2, 2023, 685.

Teachers often use a variety of learning methods to suit the material, students' characteristics, and classroom situation. Some methods that are commonly used in learning in elementary schools include lecture method, question and answer, and Total Physical esponse (TPR).

The following are the explanation of each of these methods based on experts' theories:

#### (1) Lecture Method

The lecture method is the most commonly used method from the past until now. This method is effectively used to convey basic knowledge and complex theories, especially when time is limited. However, the disadvantage of this method is the lack of active participation of students.

According to Jamil there are some situation and conditions

that are suitable for teaching with the lecture method: 52

- (a) If the number of students is large enough
- (b) Time provide for a lot of material
- (c) The material is a combination of several sources and there are no other supporting sources
- (d) The teacher needs to convey the important point of the material presented

52 Suprihatiningrum, Strategi Pembelajaran, 286.

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- (e) The teacher intends to convey apperception and connect the material to be learned and the material that students have learned
- (f) The teacher has excellent speaking and explaining skills.

#### (2) Question and Answer (Q & A)

This method encourages interaction between teacher and students. As the name implies, this method is carried out by teacher asking questions to students and vice versa. Question and answer method helps develop students' critical thinking skills and allow teacher to evaluate students understanding directly. The use of varied method has several purposes. According to Jamil some of these

### UNI objectives are:53 ISLAM NEGERI

- (a) Increase and maintaining students' attention to the relevance of the learning process
  - (b) Provide the opportunity for motivation to function
  - (c) Form a positive attitude towards teachers and schools
  - (d) Provide the possibility of individual learning choice and facilities
  - (e) Encourage students to learn.

<sup>53</sup> Jamil Suprihatiningrum, *Strategi Pembelajaran*, 70.

#### (3) Total Phisicaly Response (TPR)

According to Richard and Rodger, Total Phisycal response is a language teaching method that uses the cooperation of speech and gesture which is an attempt to teach language through an activity.<sup>54</sup> That is, TPR is a method that emphasizes the coordination between spoken language and physical action. The teacher gives spoken instructions in the target language, and students respond to the instruction by performing the corresponding actions.

activity in response to verbal instructions. TPR is very suitable for language learning and is also effective in increase students' engagement. This method focuses on motivating students to attentively listen to and react to their teacher's verbal commands in the target language. In the other words, TPR is a language teaching approach that centers on the coordination of speech and physical movement.<sup>55</sup>

#### b) Providing motivation to students

Teachers have an important role in increasing students' motivation. According to Arianti the role of teachers in increasing students learning motivation is one of the integral

<sup>55</sup> Widodo, "Teaching Children," 237.

<sup>&</sup>lt;sup>54</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University, 2001), 73.

activities that must exist in learning activities.<sup>56</sup> If students' motivation is high, it can increase students' interest in learning.

#### c) Managing the class well

According to Rukhani, the purpose of classroom management is to created and maintained classroom conditions so that the teaching and learning process could take place well in accordance with its objectives. It means that the efforts made by the teacher, so that students whose abilities are not all the same, could follow and master the subject matter by the teacher.<sup>57</sup> In classroom management, the teacher carries out action steps, starting from planning, implementation and evaluation, so that what the teacher dose is a whole and interconnected unit.

According to Silberman (as cited in Pratama et al., 2020), several seating arrangements can be selected to support the

<sup>56</sup> Arianti, "Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa." *Jurnal Pendidikan*, Vol. 12 No. 2, 2018, 132.

<sup>57</sup> Rukhani, "Peran Guru Dalam Pengelolaan Kelas Untuk Meningkatkan Prestasi Belajar Siswa Kelas VII." Al- Atfal, Vol. 1 No. 1, 2021, 23.

learning process, including the U-shape model, team cluster, conference table, chevron style, auditorium setup, and traditional rows.<sup>58</sup>

#### d) Designing effective and efficient learning media

Teachers must be able to create and apply learning media in accordance with what students learn so that students feel happy and interested in learning. According to Sekarsari and Rusnilawati, the use of learning media can significantly impact the teaching and learning process. It affects students' motivation, classroom participation, and interest in paying attention to the material. Moreover, it helps students better understand the material, which in turn enhances both their learning outcomes and interest in learning.<sup>59</sup>

#### 

According to Khofifa et al in their research said that there are several kinds of rewards that can be given to students, which are:

#### (1) Praise

Praise is a form of reward that is done with words such as very good, good, great, and so on. It is a non-

<sup>58</sup> Pratama, Saputra, and Utami, "Pengaturan Tempat Duduk Siswa Dalam Pembelajaran." Pengaturan Tempat Duduk Siswa Dalam Pembelajaran (Paper: Universitas Muhammadiyah Kotabumi, 2020), 8.

Sekarsari and Rusnilawati, "The Effect of Team Games Tournament Model-Assisted Articulate Storyline Media on Improving Outcomes and Interest in Learning Javanese Script Material in Elementary School." *Mimbar Sekolah Dasar*, Vol. 10 No. 1, 2023.

material reward given when students are able to complete tasks from the teacher.

#### (2) Sign of respect

There are two form of respect. First, a kind of coronation, for example students who excel will be displayed in front of classmates or schoolmates. Second, respect in the form of an opportunity to do something, for example students who successfully complete their homework, may write their work on the blackboard for their friends to see

#### (3) Gifts

Gifts given can be in the form of small gifts, stationary, or a little money as a form of motivation so that

the students are more enthusiasm about learning.

### KIA(4) Token of appreciation AD SIDDIQ

This reward is usually given as a form of appreciation in the form of stars, certificates of appreciation, or trophies.  $^{60}$ 

The teacher gives rewards aimed at increasing students' interest in learning. The teacher can give questions first to

<sup>60</sup> Khofifa, Adisel, and Nurlia Latipah, "Bentuk- Bentuk Hadiah (RewardI Dan Penerapannya Dalam Kegiatan Belajar Siswa Di SD Negeri 1 Kota Bengkulu." Jurnal Pendidikan Tematik, Vol. 3 No. 1, 2022, 44- 45.

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students then when students can answer, the teacher gives them a reward.

#### f) Creating study groups

The purpose of creating study group is to train students to work together with their peers to achieve common goals. As stated by Hadi and Aisjah the use of learning technique with study groups for the teaching and learning process aims to enable students to work together with friends in achieving common goals and can arouse students' enthusiasm in learning. Creating study group is also expected to help students who are initially relatively weak in understanding the material being studied become able to understand the material.

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KIAI HAJI ACHMAD SIDDIQ

J E M B E R

<sup>&</sup>lt;sup>61</sup> Hadi and Aisjah Juliani Noor, "Keefektifan Kelompok Belajar Siswa Berdasarkan Sosiometri Dalam Menyelesaikan Soal Cerita Matematika Di SMP." *Jurnal Pendidikan Matematika*, Vol. 1 Bo. 1, 2013, 62.

#### CHAPTER III

#### **RESEARCH METHODS**

This chapter explains the research methodology, including the type of research, research setting, research subject, data collection technique, and procedures for analyzing the data.

#### A. Research Approach and Design

The research approach is very essential before a researcher further carries out a study. The method used in this study is qualitative approach. By using qualitative methods, researcher will be able to gain more comprehensive and in- depth understanding of students' interest in learning English by using *Merdeka Curriculum*. The researcher also wants to explore and understand phenomena in depth and thoroughly about students' interest in learning English. This in line with the qualitative understanding put forward by Cresswell. Qualitative research is a process of inquiry to understand based on different methodological traditions of inquiry that explore social or human problems<sup>62</sup>.

In this research, the researcher uses a descriptive qualitative research method. The researcher use descriptive qualitative because this study explore about the students' interest in learning English by using *Merdeka Curriculum* and how does the teacher attract the students' interest in 4<sup>th</sup> grade students of SDN Penataan, Pasuruan.

<sup>&</sup>lt;sup>62</sup> A. Muri Yusuf, *Metode Penelitian* (Jakarta: Kencana, 2021), 328.

#### **B.** Research Setting

The research location indicates where the research is conducted by the researcher. This research was conducted at SDN Penataan Kec. Winongan, Kab. Pasuruan, Jawa Timur. The selection of the place is due to one of the schools that has just implemented the *Merdeka Curriculum* in this year. The following are considerations in determining the research location, which are:

- 1. In Penataan there are public elementary school and private school, namely MI Darussalam Penataan. However, the researcher chose the public elementary school in Penataan because according to the data available on the website of Ministry of Education and culture, there are more students at SDN Penataan than MI Darussalam Penataan. This indicates that SDN Penataan is more popular.
- 2. After conducting pre- observation by conducting interview with English subject teacher, it was explained that SDN Penataan is one of the elementary schools that had just implemented English lessons in the *Merdeka Curriculum* after the *2013 Curriculum* did not have English lesson at the elementary school.
- 3. The willingness of SDN Penataan to be used as a research location because no similar research has ever been conducted.

#### C. Research Subject

The research subject is needed by the researcher as a source for obtaining research data. The research subject is the one who provides researcher with data or information, so that the benefit of the research subject

is to capture a lot of information needed in depth. The subjects of study are the 17 students of 4<sup>th</sup> grade, there are 9 males and 8 females; and the English teacher. The 4<sup>th</sup> grade is a mix class of male and female students. However, the researcher did not evimine students' interest based on ender, but rather as a whole. The researcher needs a 4<sup>th</sup> grade students because to answer the first research focus, and the researcher needs the English teacher because to answer the second research focus. In this study, the selection of research subjects who will become sources of information (informant) is based on purposive sampling technique, in which the determination of sources of information by purposive sampling is based on certain objectives and considerations in advance. The researcher chose the 4<sup>th</sup> grade students and the 4<sup>th</sup> grade English teacher because the researcher will focus the study on the 4<sup>th</sup> grade. There are several considerations why the researcher chooses 4<sup>th</sup> grade students and the teacher as the object of the research.

- 1. Students who have never had English lessons before.
- 2. More mature writing and reading skills, thus more able to respond to the research instrument with higher accuracy than younger students.
- 3. The English teacher has taken English language education courses (undergraduate).
- 4. The English teacher has participated in *Merdeka Curriculum* training.

#### D. Data Collection Technique

#### 1. Observation

In general, observation is an activity of observing an object carefully and directly. The observation technique is a data collection that requires researchers to go directly to the research location, to observe various things related to actors, space, time, activities, objects, goals, events, and feelings.<sup>63</sup>

In this study researcher would be a non-participant observer because the observer (or researcher) would be not participate in the activities observed. The researcher only sees the teaching learning process in the classroom to see the students' interest. When observation, the researcher was collect the data by means of field notes. The field notes are in the form of a checklist. The checklist contains a number of questioning that are arranged according to what will be observed, with alternatives "yes" or "no", after that the researcher would give the following explanation about the data above.

The researcher carried out the observation when the process of teaching learning occurs. So, the researcher enters the class together with the English teacher so that the researcher can observe from the beginning of the lesson. The researcher also recorded by videoing the activities in the classroom. Observations would be made two times in order to obtain accurate results.

<sup>63</sup> Muhith, Rachmad Baitulah, and Amirul Wahid, "Metodologi Penelitian."

The following are observation checklists for students' interest in learning English and to answer research focus number 1 "How is students' interest in learning English based on *Merdeka* Curriculum?"

#### a. Students' Interest in Learning

- 1) Students' Readiness to Receive the Lessons
  - Students fully concentrate when learning begins
  - Students sit upright and look forward
- 2) Students' Attendance in the Lessons
  - High frequency of attendance
  - o Students arrive on time and are not late
- 3) Students' Ability to Answer Questions
  - o Answer that are relevant to the questions
  - o Answer in correct English
- 4) Students' Enthusiasm in Answering Questions
- Klo Raises hand quickly MAD SIDDIQ
  - o Can't wait for their turn E R
  - o Enthusiastic tone of voice
  - 5) Students' Attention in Learning
    - O Students are not easily distracted by surrounding things (talking to friends, playing with something around the table)
    - Students do not daydream or show signs of boredom
    - Students maintain eye contact with the teacher or pay attention to the material being taught

- 6) Students' Diligence in Doing Exercises
  - Students try to answer questions independently
  - Students complete the task thoroughly
  - o Students ask questions that they do not understand
- 7) Students' Interest in Answering Questions
  - Waiting for questions with attention
  - Ask follow-up questions
  - Answer calmly and thoughtfully

#### 2. Interview

Interview is one of the techniques to collect data or information. Interview is conducted to obtain data that can explain the problems contained in the research. In this research, the researcher is going to use semi-structured interview, because the interviewer or the researcher uses a list of guiding questions, but not only sticking to the guiding questions, the researcher can also explore the topic more freely.

The time required for the interview is approximately 15 minutes. The researcher interviewed the English teacher during the break time by conversation or question and answer. The researcher also interviewed several students who have the following criteria:

 a. First, the researcher selected students who can communicate well (have a good communication). The researcher determines students who have good communication are trough observation results.

- b. Next, the researcher selected students who have high learning outcomes by looking at students' score data.
- c. Then, the researcher selected students who have low learning outcomes by looking at students' score data.

Some of the things that would be asked during the interview with the students and the English teacher, and also to answer the research focus number 1 "How is students" interest in learning English based on *Merdeka* Curriculum?" it is in accordance with indicators of learning interest:

- a. Students' readiness to receive lessons
- b. Attendance of students who follow the lesson
- c. Students' ability to answer questions
- d. Students' enthusiasm in answering questions
- e. Students' attention in learning
- f. Students' diligence in doing practice questions RI
- g. Students' interest in answering questions

Some of the things that would be asked during the interview with students and English teacher, and also to answer the research focus number 2 "How does the teacher attract the students' interest in 4<sup>th</sup> grade of SDN Penataan, Pasuruan?"

- a. Using a variety of learning methods
- b. Motivating students
- c. Managing the class well
- d. Designing effective and efficient learning media

- e. Rewarding students
- f. Forming study groups

#### 3. Document Review

Documents are data sources used to complement research, in the form of written sources, films, images (photos), and monumental works, all of which provide information for the research process.<sup>64</sup> Documents also mean a record of events that have passed. In other word, document review is a way to collect data is re-examining existing documents.

The data that researcher wants to obtain from this study, are:

- a. Students English score data
- b. Students' assignments
- c. Teaching module
- d. Teaching media

#### E. Data Analysis NIVERSITAS ISLAM NEGERI

Data analysis is the process of methodically looking through and arranging field notes, interview transcripts, and other material gathered to comprehend them and be able to share the researcher's findings with others.<sup>65</sup> In analyzing the data, researcher is carried out on an interactive model. It starts from the data collection process, followed by condensation, data display, and conclusions: drawing/verifiying.<sup>66</sup>

<sup>&</sup>lt;sup>64</sup> Eko Murdiyanto, *Metode Penelitian Kualitatif*, (Yogyakarta: Lembaga Penelitian dan Pengabdian Masyarakat UPN "Veteran" Yogyakarta Press, 2020).

<sup>&</sup>lt;sup>65</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2018) 334.

<sup>&</sup>lt;sup>66</sup> Miles, Huberman, & Saldana, *Qualitative Analysis: A Methods Sourcebook*, (New York: Sage Publication, 2014).

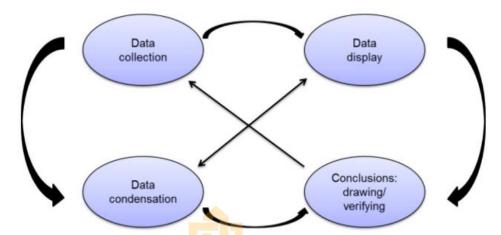


Figure 3. 1 Interactive Analysis Model for Qualitative Data

#### 1. Data Collection

Data collection is a stage carried out both before and after the research process, aiming to verify and provide preliminary evidence that the investigated phenomenon truly exists. This is reflected through the researcher's activities such as conducting observation, interview, and document review, all of which are part of the data collection process whose results will later be analyzed. AM NEGERI

### 2. Data Condensation I ACHMAD SIDDIQ

Data condensation refers to the process of selecting, summarizing, abstractin, and/ or transforming data derived from nearly the entire body of field notes, interview transcripts, documents, and other empirical materials. Data condensation is carried out from the beginning of data collection and continues throughout the research process. Irrelevant data would be eliminated, while the important data is categorized according to certain themes.

#### 3. Data Display

After the data is reduced, the next step is to display the data. A display in this context is an organized collection of information that allows conclusion to be drawn and actions to be taken.<sup>67</sup> Through data display the data will be organized and arranged do that the data will be easier to understand. In this research, the researcher displayed the data that has been reduced by presenting in tables, and narrative form about the students' interest in learning English.

#### 4. Conclusion Drawing/ Verification

The last stage in analyzing qualitative data according to Miles and Huberman is conclusions and data verification. When the researcher returns to the field to collect data, and if the conclusions put forward at the initial stage are supported by valid and consistent evidence, the conclusion is a credible conclusion. This aims to find out what the meaning, relationships, similarities, and differences of the data collected are to make conclusions about how to solve existing problems. Conclusion in this study are based on data that has been obtained in filed which is supported by observations, interviews and documents reviews regarding students' interest in learning English.

#### F. Validity of Data

The researcher used a credibility test (internal credibility) or trust test in the research. In this case, the researcher used triangulation in the credibility

<sup>&</sup>lt;sup>67</sup> A. Muri Yusuf, *Metode Penelitian* (Jakarta: Kencana, 2021).

<sup>&</sup>lt;sup>68</sup> Sugiyono.

test. Triangulation according to William Wiersma –in Sugiyono's book- is qualitative cross- validation. This triangulation assesses the adequacy of data according to the convergence of several data sources or several data collection procedures.<sup>69</sup>

In this research, the researcher used source triangulation and technical triangulation:

#### 1. Source Triangulation

Source triangulation is to test the credibility of the data by checking the data obtained from different sources or from several sources. The researcher conducted interviews with several sources, teacher and 4<sup>th</sup> grade students, then the researcher would compare the answers between students to provide reinforcement of the data to be obtained.

#### 2. Technical Triangulation

Technique triangulation is to test the credibility of the data by checking the data obtained from the same source with different techniques. First, the researcher would collect information by observation about all aspect, then the researcher used interview techniques to collect the same information, and then the researcher would seek information and find out about the same aspect again as the aspects collected through observation and interview.

<sup>&</sup>lt;sup>69</sup> Sugiyono.

#### **CHAPTER IV**

#### RESEARCH FINDING AND DISCUSSION

This chapter reports the result of the research which includes finding and discussion. Finding is information obtained from the field after conducting the research, while discussion is the process of making conclusions about the topic of this research.

#### A. Research Finding

In this section the researcher provided the data of research findings, which included thorough explanations derived from the observation, interview and document review. This description consisted of data presented to the topic according to the research focuses, which are 1. The students' interest in learning English based on Merdeka Curriculum, 2. The teacher strategies to attract students' interest in the 4th grade students of SDN Penataan. The researcher would like to describe each item as follows:

## 1. The students' interest in learning English based on Merdeka Curriculum

Based on the result of observation made through the observation checklist, the researcher has been found that students' interest in learning English can be measured through several indicators, that are students' readiness to receive the lessons, students attendance for those who attend the lesson, students' ability to answer questions, students' enthusiasm in answering questions, students' attention in learning, students' diligence in doing the exercise, students' interest in answering questions.

#### a. Students' readiness to receive the lessons

From the observation results, students showed readiness to receive the lesson. This was shown that students showed a posture ready to learn, that is, they sat upright and looked forward. Before starting the lesson, the teacher gave an apperception in the form of light questions about the students' daily experiences related to the material. The material taught was about numbers, and the questions given by the teacher were like, "Do you have siblings at home? How many siblings do you have?" The teacher also showed some objects and asked the students to guess the number of objects shown, "How many markers am I holding?"

The teacher also gave an apperception by singing a song related to numbers, such as the song "One and one I love my mother". After the students responded enthusiastically and showed initial understanding, the teacher ensured that the students were ready to proceed to the core material and ready to receive the lesson. Students' readiness to receive English lesson is also supported by the result of interview conducted with the English teacher.<sup>71</sup>

"Saya melihat kesiapan siswa untuk menerima pelajaran adalah bagaimana mereka menghadapi saya ketika saya akan memulai kegiatan belajar. Murid saya sangat antusias ketika

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<sup>&</sup>lt;sup>70</sup> Observation, 5<sup>th</sup> of October 2024.

<sup>&</sup>lt;sup>71</sup> The English teacher, Interviewed by the researcher, at SDN Penataan, 21<sup>st</sup> of October 2024.

tiba waktunya pelajaran bahasa Inggris. terkadang dari 2 jam pelajaran, mereka merasa kurang. Mereka selalu mengatakan "ayo bu, waktunya bahasa Inggris". Berbeda dengan waktu pelajaran lain yang biasanya mereka temui. Bagi mereka ini adalah hal baru, ini adalah bahasa asing dan ada kosakatakosakata baru yang mereka temui. Sehingga mereka sangat siap ketika akan menerima pelajaran bahasa Inggris."

"I see the readiness of students to receive lessons is how they face me when I will start the learning activity. My students are very enthusiastic when it's time for English lesson. Sometimes from 2 hours of lesson, they feel less hours of lesson. They always say "come on mom, it's time for English". It's different when the time for other lessons that usually meet. For them it's new, it's a foreign language and there are new vocabularies that they encounter. So they are very ready when they will receive English lesson"

English teacher felt that the 4<sup>th</sup> grade students were very ready to received English lesson. They were even very enthusiastic when it's time for English. Students always invite the teacher to enter the class immediately because they can't wait to learn English. Teacher also felt that students' attitude are different when going to learn English lesson from other subjects, which are subject that they often encounter. English lesson is new lesson for them, they could learn a new language, got new vocabulary, and they felt drawn to it.

#### b. Students' attendance in the lesson

From the observation result, 4<sup>th</sup> grade students showed a high frequency of attendance. Most students consistently attended class, with only a few students occasionally absent. In addition, they also always come on time and are never late. Students must have been in

the classroom before the teacher entered the class.<sup>72</sup> The following is a recap of students' attendance data in English subject every Saturday from July to October:

Table 4.1 Students' Attendence July – October 2024

July			August				September			October			
Date	20	27	3	10	24	31	7	14	21	5	12	19	26
Present	17	15	16	17	16	16	16	13	16	15	17	17	17
Permission	-	ı	-	-	1	-	-	2	1	-	-	-	-
Sick	-	2	1	-	-	1	_	2	-	2	1	-	-
Alpha	-	1		1		-	1		-	-	1	-	-

Students' attendance data for each Saturday was collected to determine the level of students' attendance in English class. From the data above, it can be seen that almost every student ever missed the English class once or twice from July to October, and there was 1 student who has been absent 3 times. There were 10 students who had been absent, while 7 other students never missed the English class during that period.

Besides physical attendance, students' mental presence is also taken into account during the learning process.

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<sup>&</sup>lt;sup>72</sup> Observation, 5<sup>th</sup> of October 2024

"saat pembelajaran berlangsung, sebagian besar anak-anak terlihat aktif di dalam kelas. Namun, ada juga eberapa siswa yang secara mental tampak tidak hadir atau tidak aktif. Hal ini bisa saya lihat dari ekspresi wajah mereka, gerak-gerik tubuh, atau bahkan dari sorot mata mereka."

"During the lesson, most of the students were actively engaged in class. However, there were a few seemed mentally absent. I could notice it from their facial expressions, body language, or even from the look in their eyes."

From the results of interview above the teacher said that, in the learning process, students' presence is not only viewed from a physical standpoint but also from their mental engagement. This means that even if students were physically presents in class, the teacher still pays attention to whether they are mentally focused and actively involved. Mental presence can be observed through facial expressions, body language, and eye contact during the lesson.

#### c. Students' ability to answer questions

When the teacher asked questions, student answered with relevant answers in English, but when they were confused or did not know how to pronounce English, they would ask the teacher first. This is shown from the result of observation that has been made by researcher, where students answered with a response that was relevant answer to the questions and answered in English.<sup>74</sup> There were also a few students who answered using Indonesian, they did not think about the English word first. However, most of them always thought about

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 $<sup>^{73}</sup>$  The English teacher, interviewed by the researcher, at SDN Penataan,  $21^{\rm st}$  of October 2024.

<sup>&</sup>lt;sup>74</sup> Observation, 5<sup>th</sup> of October 2024

the correct English before answering. When the teacher asked the result of addition or subtraction, the students would think of the result of it and they would try to answer in English. This also follows the result of interview made with English teacher.<sup>75</sup>

"Siswa jarang bertanya menggunakan bahasa Inggris, tetapi saya sering membari pertanyaan dalam bahasa Inggris, dan respon mereka juga bagus. Selain itu, mereka juga sering bertanya bagaimana cara pengucapan suatu kata dalam bahasa Inggris. Saya sering mengajak mereka berbicara dalam bahasa Inggris, tapi butuh waktu untuk merespon dan saya pikir itu sudah cukup bagus mereka bisa merespon dengan baik"

"Students rarely asked questions in English, but I often asked them in English, and their responses were also good. In addition, they also often asked how to pronounce a word in English. I often invited them to speak English, but it took time for them to respond and I thought it was pretty good that they could respond well"

According to the English teacher, the 4<sup>th</sup> grade students are good at responding to the teacher's questions in English, although it takes time for them to think about how to answer the questions correctly.

During the lesson about 'direction' the teacher demonstrated in front of the class by standing in front of withe board and beside the table. Then, the teacher asked the students, "where is your teacher?" The students thought about how to answer it in English. They tried to understand the question and compose a correct response. They needed time to think the appropriate English words. Once they found the

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 $<sup>^{75}</sup>$  The English teacher, interviewed by the researcher, at SDN Penataan,  $21^{\rm st}\,$  of October

correct answer, they responded confidently, "the teacher is in front of with board", while another answered "the teacher is beside the table", and both answers were correct.



Figure 4.1

The teacher demonstrated in front of the class

### d. Students' enthusiasm in answering questions

From the observation results, the 4<sup>th</sup> grade students showed enthusiasm in answering questions from the teacher. Most of them always raised their hands quickly; they could not wait for their turn to answer the question. They always competed to answer the questions. When one of their friends could not answer, another friend would suddenly respond. When answering questions they used a very enthusiastic tone of voice.<sup>76</sup>

Moreover, when the teacher gave questions before they went home, they were enthusiastic in answering them. The questions given by the teacher were related to the material that had been taught.

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<sup>&</sup>lt;sup>76</sup> Observation, 5<sup>th</sup> of October 2024



Figure 4. 2
Students' enthusiactically answer question

"Saya senang ketika para siswa menjawab pertanyaan. Mereka berebut untuk menjawab, mengangkat tangan dengan cepat. Apalagi jika saya menggunakan sistem tunjuk, mereka pasti merasa 'kenapa dia yang ditunjuk?' mereka lebih suka menjawab pertanyaan dengan berebut daripada sistem tunjuk"

"I like it when students answer my questions. They scrambled to answer. Raise their hand quickly. Especially if I use the appointment system, they must feel like 'why is she/he the one who is appointed?' they prefer to fight over when answering then pointing system"

In accordance with the result of observation, according to the English teacher, students liked to scramble when answering the teacher's questions. They preferred to scramble to answer questions rather than being appointed by the teacher. They scrambled by rising quickly. Whoever raised their hands faster was the one who had the opportunity to answer the teacher's questions.

#### e. Students' attention in learning

Students paid attention when learning took place. This was in accordance with the result of observation. Students were not easily

distracted by things around them. They rarely played with objects on the table and did not like to talk with friends when learning took place, perhaps only occasionally.<sup>77</sup> When it happened, the teacher would reprimand those who were not paying attention by calling their names once, and they would then refocus on the lesson.



Figure 4. 3
Students paid attention to the teacher's explanation

From the picture above, it can be seen that students paid full attention when the teacher explained in front of class. This was also supported by the result of interview conducted by the researcher with 2 students of 4<sup>th</sup> grade. Student who had high score said:<sup>78</sup>

"Saya merasa senang dan bersemangat karena gurunya menyenangkan dan murah senyum. Itu membuat saya dan teman- teman senang mendengarkan dan memperhatikan selama pelajaran"

"I feel very happy and excited because the teacher is fun, smiling. It makes me and my friends happy to listen and pay attention during class"

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<sup>&</sup>lt;sup>77</sup> Observation, 5<sup>th</sup> of October 2024

 $<sup>^{78}</sup>$  The high score student, interviewed by the researcher, at SDN Penataan,  $21^{\rm st}$  of October 2024.

Students who have high score in class said that the English teacher is fun. A fun teacher can definitely get the attention of the students.

In addition, the students who had a low score also said the same thing:<sup>79</sup>

"Meskipun say<mark>a kes</mark>ulitan untuk memahami materi yang diajarkan, say<mark>a selalu me</mark>mperhatikan dan senang mengikuti pelajaran bahasa Inggris karena gurunya sangat menyenangkan."

"Although I find it difficult to understand the material taught, I always pay attention and feel enjoy the English lesson because the teacher is very pleasant."

Similar to the student who have high score, student who have low score also thought that the English teacher is fun. Of course, a pleasant teacher made students feel happy during the lesson, and that could attract the students' attention. NEGERI

"Yang saya lakukan untuk menarik perhatian siswa saat mengajar adalah: mengkondisikan kelas agar siswa lebih focus dalam belajar, menggunakan media pendukung yang tepat sesuai dengan tema, menggunakan ice- breaking di tengah-tengah pelajaran dan juga permainan yang menarik untuk siswa"

"What I do to attract students' attention when teaching is: conditioning the class so that students are more focused on learning, using the right supporting media according to the theme, using ice- breaking in the middle of the lesson and also interesting games for students"

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<sup>&</sup>lt;sup>79</sup> The low score student, interviewed by the researcher, at SDN Penataan, 21<sup>st</sup> of October 2024.

From the results of observation and interviews, it could be conclude that students paid attention during lessons. The result of interview with the English teacher revealed that the teacher had ways to attract students' attention. Those are: conditioning the class well, using appropriate media that suit to the theme, and use ice-breaking or interesting games in between the lesson. These things were done so that students can focus but still be fun and enjoy about the learning that being done. This was also supported by the results of interviews with students, who stated that the way their teacher taught was fun. In this way, students would always pay attention to the teacher during lesson, as the teaching ways of the teacher greatly influenced students' attention to the lesson.

### f. Students' diligence in doing exercise

From the observation result, it can be seen that students' diligence in carrying out exercise is evidence. All students completed tasks to completion. Students were not shy to ask the teacher when they had questions that they did not understand. Some students tried to completed tasks independently, and some also asked for help from friends. They asked for help or asked friends who were in the same group with them.<sup>80</sup>

"Siswa kelas 4 sebagian besar baik dan rajin dalam mengerjakan tugas yang saya berikan. Sebagian besar dari mereka dapat mengerjakan dengan baik. Walapun saya membatasi mereka dengan waktu, mereka mampu

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<sup>80</sup> Observation, 12th of October 2024

menyelesaikannya tepat waktu. Hanya ada beberapa siswa yang menurut saya kurang mampu, yaitu sekitar 3 siswa yang memiliki nilai rendah dalam pelajaran bahasa Inggris"

"The 4<sup>th</sup> grade students are mostly good and diligent in doing assignments I give. Most of them are able to do well even though I limit them with time. They are able to do it on time. There are only a few students, who I think are less capable, which is about 3 students who have low score in English lesson"<sup>81</sup>

The English teacher said that most of the 4<sup>th</sup> grade students were very good and diligent in doing the exercises. They completed the tasks on time. Although, the teacher set a time limit for the students to complete the tasks, most of the students were able to finish it on time. However, there were only a few students who could not do them and felt confused while working on the tasks. According to the teacher, there were about 3 students who had low abilities.

Furthermore, it was shown through document review that most 4<sup>th</sup> grade students had high scores in their English lesson. There were only 3 students who had low scores in English.<sup>82</sup>

#### g. Students' interest in answering

Students who are interested in answering questions will usually ask follow-up questions. In this case, 4<sup>th</sup> grade students did not apply it. Their interest in answering the question was seen when they answered the questions calmly and thoughtfully and looked at the

<sup>&</sup>lt;sup>81</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21<sup>st</sup> of October 2024.

<sup>&</sup>lt;sup>82</sup> Document Review, "Nilai Bahasa Inggris Kelas 4", 29<sup>th</sup> of October 2024.

question carefully before answering.<sup>83</sup> This aligns with the results of the interview with the English teacher.<sup>84</sup>

"Ketika saya memberi pertanyaan dalam bahasa Inggris, anak-anak akan mencoba untuk memahami pertanyaan yang saya ajukan terlebih dahulu. Kemudian mereka akan memikirkan jawabannya dan dibahasa inggriskan."

"When I asked questions in English, the students first tried to understand the question I was asking. Then, they thought of their answers and translated them into English."

Based on the interview with the English teacher, she mentioned that the 4<sup>th</sup> grade students thought carefully before answering. First, they tried to understand the teacher's question, then they thought of the correct answer, and finally, they considered the appropriate English words for the answer they had thought of.

When the teacher asked about addition and subtraction of a number, the students would always think first about the correct answer. First, they thought about the right result, and then they had to figure out the English term for the addition or subtraction they had calculated. After they believed their answer was correct, they raised their hands and then said it out loud.

"Mereka senang saat menjawab pertanyaan. Ketika mereka terbawa oleh pertanyaan- pertanyaan, mereka menikmatinya. Sering kali mereka meminta tambahan waktu belajar" 85

<sup>84</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21st of October 2024

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<sup>83</sup> Observation, 5th of October 2024

<sup>&</sup>lt;sup>85</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21<sup>st</sup> of October

"They were happy when answering questions. When they got engaged with the questions, they enjoyed it. Often, they asked for additional study time."

According to the English teacher, the students are very happy answer questions. It means they are happy get questions from the teacher. Students did not ask follow-up questions, but they asked for more time to get questions from the teacher. The teacher asked question in interest ways, so that students are happy and interested when answering the teacher's questions.

# 2. The teacher strategies to attract students' learning interest in 4<sup>th</sup> grade students

The teacher must be able to determine the right strategy to attract students' interest in learning. The following are some of the results of observation done by researcher that showed some teaching strategies that can be done by the teacher to increase students' interest in learning, that are using a variety of learning methods, provide motivation to students, manage the class well, designing effective and efficient learning media, giving rewards to students, create study groups.

## a. Using Variety of Learning Methods

From the observation, it can be seen that the teacher applied various methods to help students understand the material. In the set induction stage, the teacher conducted brainstorming by connecting the material to daily life to attract students' interest. The teacher

asked, 'how old are you?' how many siblings do you have?', 'how many pencils are in your bag?'

At the main activity, the teacher predominantly used the lecture method, in which the teacher conveyed information directly to students.<sup>86</sup> This method is a traditional way that is still widely used. The teacher used this method because there was a certain reason according to her.

"Untuk saat ini, dikarenakan pembelajaran bahasa Inggris masih baru di Kurikulum Merdeka, jadi saya menggunakan direct method. Saya biasanya menggunakan metode ceramah dan Tanya jawab dengan siswa. Menurut saya siswa juga perlu dikenalkan dengan bahasa Inggris terlebih dahulu, makanya saya menggunakan metode ceramah karena itu juga untuk mengenalkan siswa dengan bahasa Inggris."

"For now, because English learning is still new in the Merdeka Curriculum, so I use the direct method. I usually use the lecture method and Q&A with students. I think students also need to be introduced to English first, that's why I use the lecture method because it is also to introduce students to English"

The English teacher stated that she used the lecture method and question-and-answer to be applied in English class because, according to her, English is a new subject in the *Merdeka* Curriculum, and it was not included in the previous curriculum. She emphasized that a further introduction to English lesson is necessary for the students. The teacher explained how to read numbers in English as well as addition

 $^{87}$  The English teacher, interviewed by the researcher, at SDN Penataan,  $21^{\rm st}$  of October 2024.

<sup>&</sup>lt;sup>86</sup> Observation, 12<sup>th</sup> of October 2024

and subtraction in English first. Then, the teacher asked the students questions related to numbers.

Besides using the lecture method, the teacher also used the Total Physical Response (TPR) method during the lesson about 'Preposition'. TPR was applied to encourage students to actively participate in the learning process. TPR is a method commonly used to teach foreign languages to children. This method is carried out by using body movement to understand words.

During the lesson on "preposition," the teacher began by explaining the various types of preposition and their proper usage in English. Afterward, the teacher asked the students questions about "preposition." This approach ensured that students did not feel bored when the teacher was only explaining in class. By asking questions, the teacher encouraged students to actively participate in learning and develop their thinking skills.

Finally, in the closing stage, the teacher conducted a material review and reflection to ensure the students' understanding before ending the lesson.

## b. Providing Motivation to Students

From the observation results, the teacher provided encouragement to the students both before starting the lesson and during the learning process. At the beginning of the lesson, the teacher greeted all the students with an English greeting "Good morning,"

students!" then asked how they were doing, "How are you today?" Students were seen excited when answering the teacher's questions, responding loudly, "I'm fine, and you?" The teacher also encouraged students before starting the lesson to boost their confidence in learning, such as saying. "Today we are going to learn about numbers in a fun way, cheer up, everyone!"

In the middle of the lesson, the teacher consistently included ice- breaking activities to keep students enthusiastic about following the lesson. The ice- breaking activity was carried out by doing a 'Clap for Spirit' (*Tepuk Semangat*) activity.<sup>88</sup>



Figure 4. 4
The teacher conducted ice-breaking with students

"Dalam kegiatan pembelajaran, sebelum memulai pelajaran saya menyapa siswa dan menanyakan kabar dan perasaan mereka. Kemudian saya tidak lupa untuk memotivasi mereka dengan memberikan semangat. Ketika pelajaran seudah dimulai, saya memberikan ice-breaking di tenga- tengah pelajaran agar mereka tetap semangat."

"In learning activities, before starting the lesson I greet students and ask how they are and how they feel. Then I don't forget to motivate them by encouraging them. When the lesson

<sup>88</sup> Observation, 12th of October 2024

has started, I provide ice- breaking in the middle of the lesson to keep them enthusiastic."89

The English teacher always encourages students. Staring from before the lesson starts to in the middle of the lesson. In addition to making students more excited this also makes them more interested in learning. This was also supported by the result of an interview conducted with one of the 4<sup>th</sup> grade students.

"Saya tidak pernah bosan saat pelajaran, karena bu guru sangat menyenangkan. Biasanya kita melakukan 'tepuk semangat' ditengah- tengah belajar. Itu membuat saya dan teman- teman merasa semangat."

"I never feel bored during the lesson because the teacher is very fun. Usually, we do a '*Tepuk Semangat*' in the middle of the lesson. It makes my friends and I feel more ethusiatic"

## c. Managing the Class Well

Teacher must be able to manage the class well because it can affect the learning atmosphere in the classroom. Students will learn comfortably and will become more discipline individuals when the class is well managed. It is a challenge for teacher to attract students' attention when teaching. Teacher must have ways to attract students' attention so that the class can be managed properly.

Before moving to the main activity, the teacher started the lesson by asking some prompting question, such as 'How many book do you have in your bag?' Most of the students appeared enthusiastic

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<sup>&</sup>lt;sup>89</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21st of October 2024.

 $<sup>^{90}</sup>$  The  $4^{th}$  grade student, interviewed by the researcher, at SDN Penataan,  $21^{st}$  of October 2024.

to respond. This activity helped connect the students' experiences with the topic that would be discussed, which was about numbers; it was 'There are 67 English books'. This was in line with the result of an interview with the English teacher.

"In managing the class I start from planning. Before starting learning, I as a teacher must prepare a learning plan which used to be called a lesson plan and is now a teaching module. Everything is listed in it, starting from the beginning, the core, to the closing. Before moving on the main learning activities, I always provided a stimulating questions that aligns with the lesson I am going to teach"

In the main learning activities, the teacher applied appropriate **LANGE CEN** teaching methods and used media that suited the material being taught. In addition, the teacher also provided ice- breaking activities or games in the middle of the lesson to prevent students from feeling bored while studying.

"Pada saat kegiatan pembelajaran berlangsung, saya harus bisa menciptakan suasana kelas yang menyenangkan, yang inklusif, menggunakan metode pendekatan yang sesuai dengan kebutuhan siswa, menggunakan media yang sesuai dengan materi yang diajarkan. Ditengah- tengah pelajaran, saya selalu memberikan ice- breaking atau games untuk

 $<sup>^{\</sup>rm 91}$  The English teacher, interviewed by the researcher, at SDN Penataan,  $21^{\rm st}$  of October 2024.

menghilangkan kejenuhan siswa dan mengembalikan fokus mereka."<sup>92</sup>

"During learning activities, I must be able to create a pleasant classroom atmosphere, which is inclusive, using methods of approach that are in accordance with the needs of students, using media that are in accordance with the material being taught. In the middle of the lesson, I always give ice-breaking or games to eliminate students' boredom and restore their focus."

As a closing activity, the teacher invited the students to count from 1 to 100 in English. The teacher also emphasized the importance of feedback from the students to find out how well they understood the material that has been delivered. The students' responses would be used as an evaluation material for the teacher to identify shortcomings in the learning process.

"sebelum pelajaran berakhir saya melakukan review materi terlebih dahulu. Selain itu, kami juga membutuhkan feedback dari siswa, seberapa jauh siswa dapat memahami pembelajaran yang telah kami sampaikan. Kemudian untuk evalusi, di akhir pelajaran saya memberikan kesempatan pada siswa untuk merefleksikan apa yang telah dipelajari hari itu. Misalnya, apakah kalian tadi mengalami kesulitan? Apakah kalian senang atau tidak pembelajaran pada hari ini? Itu akan menjadi evaluasi bagi kami sebagai guru untuk mengetahu apa yang kurang sehingga nantinya bisa diperbaiki sesuai dengan minat dan kemampuan siswa" saya membutuhkan review materi

"Before the lesson ended I reviewed the material first. Other than that we also need feedback from students, how much can students understand about the learning that we have conveyed. Then for the evaluation, at the end of the lesson I allow students to reflect on what has been learned that day. For example, did you have difficulty earlier? Are you happy or not learning today? It will be an evaluation for us as a teacher to

<sup>&</sup>lt;sup>92</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21st of October

<sup>2024.

93</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21st of October 2024.

find out what is missing so that later, we can improve it according to the interests and abilities of the students"

From some of the results of the interviews above, it can be concluded that the English teacher carried out several stages in managing the class. The English teacher of 4<sup>th</sup> grade manages the class starting from planning. Teacher uses the teaching module as reference because it contains everything about learning activities, start from the beginning of learning, the core, to the ending of learning. During the learning process, teacher must be able to create an enjoyable and inclusive classroom atmosphere by applying teaching methods that meet students' needs and using appropriate media. For lesson on number, the teacher uses flashcard as teaching media. To boost students' enthusiasm, overcome their boredom, and regain their focus, the teacher incorporates ice- breaking activities in the middle of the UNIVERSITAS ISLAM NEGERI lesson. Alternatively, the teacher may engage students in games as KIAI HAII ACHMAD SIDDIO well.

For the evaluation, at the end of the lesson, the teacher invited students to reflect on the material that has been taught. The teacher asks how the students feel about learning the newly introduced material and whether any of them experienced difficulties in understanding the lesson. By gathering students' feedback, the teacher can evaluate and improve their teaching approach to better align with students' interest and students' abilities.

The activities mentioned earlier align with the guidelines provided in the document review, which were presented in the form of teaching modules. 94

Furthermore, the observation results showed that in managing the classroom, the teacher also arranged the students' seating by forming groups, each consisting of 4 to 5 students.

## d. Designing Effective and Efficient Learning Media

However, in order not to be boring and monotonous when learning takes place, the teacher also used media in learning activity. The use of media during learning is necessary to attract students' attention.

"Menurut saya, media sangat efektif untuk pembelajaran, karena siswa akan melihat objek yang sebenarnya dan itu akan menarik perhatian dan minat mereka, dan mereka juga akan lebih menikmati belajar bahasa Inggris. Saya menggunakan media yang sesuai dengan tema pembelajaran. Kemarin saya mengunakan flashcard (kartu angka) saat mengajar tentang 'Number in English'. Tidak hanya menebak nama- nama angka, tapi mereka juga belajar penjumlahan dan pengurangan dalam bahasa Inggris'"

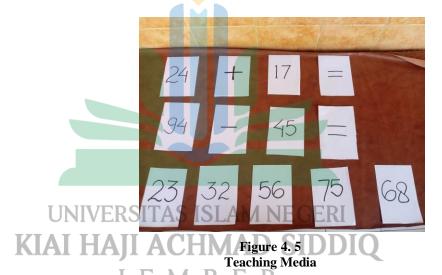
"I think media is very effective for learning, because students will see the real object and it will attract their attention and interest, and they will also enjoy learning English more. I use media that matches the theme of the lesson. Yesterday I used flashcards (number card) when teaching about 'Number in English'. Not only guessing the names of numbers, but they also learn addition and subtraction in English."

95 The English teacher, interviewed by the researcher, at SDN Penataan, 21st of October 2024.

<sup>&</sup>lt;sup>94</sup> Document Review of Teaching module (Appendix 8)

 $<sup>^{96}</sup>$  The English teacher, interviewed by the researcher, at SDN Penataan,  $21^{\rm st}$  of October 2024.

The English teacher said that uses media for learning is very effective. When learning about numbers in English, the teacher used flashcards as an educational game. The game was like guessing the number and flashcard racing. Students had to guess what number the teacher showed by using flashcards. If flashcard racing, students had to answer quickly and precisely. The teacher showed numbers with 'Plus and Minus' symbols, students had to scrambled to answer the right one.



In addition, during the lesson about 'direction', the teacher also used the Total Physical Response (TPR) method, which had been explained in part **a** (Using Variety of Learning Methods).

#### e. Giving Rewards to Students

Many types of rewards can be given to students. One of them is through verbal praise and giving gifts. Rewards are given so that students feel happy and proud of what they have done, which indicates that they have done well. The observation results showed that during

the lesson, when a student was able to answer the teacher's question correctly, he/ she would get praise from them teacher. The teacher said "good, the answer is right", "excellent", "good job". 97

At the end of the lesson, the teacher wanted one of the students to briefly re-explain what has been learned that day. If none of the students volunteered or raised their hands, the teacher would select one of the. After the student gave a brief explanation of the lesson, the teacher rewarded them by saying, "Very good, give him/ her round of applause." The same was mentioned by one of the students who were interviewed.

"Ketika guru mengajukan pertanyaan dan saya dapat menjawab dengan benar atau saya mengerjakan tugas dengan baik, guru akan mengatakan "smart" atau "good" atau "excellent" kepada saya, dan terkadang bu guru memberikan tepuk tangan. Saya merasa senang dan puas ketika mendapat pujian dari guru karena saya merasa berhasil"

"When the teacher asked a question and I could answer the question correctly or I did the tasks well, the teacher would say "smart" or "good" or "excellent" to me, and sometimes she gave applause. I felt happy and satisfied when I got praise from the teacher because I felt that I did it."

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One of the students I interviewed, which was the high score student said that usually the teacher would give praise or applaud him when he could answer the teacher's questions correctly or he could complete the tasks well.

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<sup>&</sup>lt;sup>97</sup> Observation, 12<sup>th</sup> of October 2024

## f. Creating Study Groups

Teacher created study groups so that students could learn together, discuss, and review the lessons that had been taught.

"Dalam poreses pembelajaran, saya membagi anak-anak ke dalam beberapa kelompok. Saat membagi kelompok, saya menyebar anak-anak yang memiliki kemampuan kademik lebih tinggi ke setiap kelompok. Tujuannya agar setiap kelompok bisa seimbang dan saling melengkapi. Saya menghindari pengelompokkan anak yan kurang aktif atau nilai lebih rendah dalam satu kelompok yang sama, karena saya khawatir kelompok tersebut akan tertinggal disbanding kelompok yang lain."

"During the learning process, I divided the students into several groups. When forming the groups, I distribute the higher-achieving students evenly into each group. The goal is to make each group balanced and complementary. I avoid placing less active students or those with lower score in the same group, because I'm concerned that the group might fall behind compared to the others."

The English teacher explained that, the teacher grouped the students into several teams. The grouping was done strategically by spreading the higher-achieving or more active students into different groups and to encourage collaboration and peer learning. The teacher deliberated avoids putting students with lower scores or who were less active in the same groups. By mixing students of different levels, teacher aimed to promoted equal learning opportunities and prevent groups from falling behind.

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<sup>&</sup>lt;sup>98</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21<sup>st</sup> of October, 2024.

"Selain itu tujuan saya menyebar murid yang memiliki nilai tinggi ke dalam setiap kelompok adalah supaya mereka bisa lebih mengeksplorasi pengetahuan yang mereka miliki." <sup>99</sup>

"Besides that, my purpose in distributing high-achieving students into each group is to give then the opportunities to further explore and develop their knowledge they."

In addition, the teacher distributed high-score students into different groups not only to balance the groups, but also to give them the opportunity to explore and deepen their own knowledge. This way, the more advance students can share their understanding and develop their skills further through group discussions.

Students certainly felt comfortable and happy when they studied with friends without any embarrassment. Those who understood the material well were able to help their friends who struggle to understand it. The following is what a student who had high score in English said about the study groups. 100

"Saat dikelas, guru membagi kami menjadi beberapa kelompok yang terdiri dari 4-5 siswa. Ini dilakukan agar kami dapat belajar bersama dengan teman-teman. Kami biasanya mengulang pelajaran atau melakukan tebak-tebakan kosakata bahasa inggris. ketika bekerja kelompok atau belajar bersama. Saya suka membantu teman, dan saya merasa senang dan puas ketika membantu teman yang merasa kesulitan, karena saya bisa berbagi pengetahuan"

"When in class the teacher divided us into groups of 4-5 students. It is so that we can learn together with our friends. We usually repeat the lesson or do English vocabulary guessing. When working in groups or learning together I like

 $^{100}$  The high score student, interviewed by the researcher, at SDN Penataan,  $21^{\rm st}$  of October 2024

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<sup>&</sup>lt;sup>99</sup> The English teacher, interviewed by the researcher, at SDN Penataan, 21<sup>st</sup> of October 2024.

to help my friends, and I feel happy and satisfied when I help friends who feel difficult because I can share my knowledge."

A high score student explained that the English teacher had divided the class into group of 4-5 students per group. When studying together they used to guess vocabulary in English or repeat the material that had been taught. He admitted that he like to help or share knowledge with friends when his friends felt unable in a subject matter.

While student who have low score said that:<sup>101</sup>

"Saya senang ketika belajar bersama teman di rumah. Saya bisa diajari oleh teman saya yang lebih mengerti pelajaran bahasa Inggris. Biasanya, teman saya mengajak saya untuk menebak kata dalam bahasa Inggris dari suatu benda atau angka. Meskipun saya sulit mengeri materi, saya senang bisa belajar bersama dengan teman saya"

"I am happy when I study with my friends at home. I can be taught by my friend who understand English lesson. Usually, my friends invite me to guess the English word of an object or numbers. Even though I find it difficult to understand the material, I enjoy study together with my friends"

The student with low interest said that he likes learning with a group of friends even though he has difficulty receiving and understanding the material. He feels enjoyment and does not feel embarrassed when learning with friends. He can ask and answer questions without fear.

This aligns with the observation results, which showed that the 4th grade students were divided into several groups. Each group

<sup>&</sup>lt;sup>101</sup> The low score student, interviewed by the researcher, at SDN Penataan, 21<sup>st</sup> of October 2024.

consisted of 4-5 students. With 17 students in one class, there were 4 groups in total in the class. In forming each group, the teacher divided the students evenly, so that each group consisted of students with higher abilities as well as those who still needed guidance, in order to create balanced collaboration. Besides studying at school, study groups were also formed so that students could learn together at home or outside school hours. 102



UNIVERSITAS ISLA Figture 4.6 FRI Students were divided into groups

The Findings of the Research

No.	Questions	Findings
1.	How is students' interest in learning English based on <i>Merdeka</i> Curriculum?	<ul> <li>The 4<sup>th</sup> grade students were ready to receive the English lessons. They showed enthusiasm when it's time for English lesson.</li> <li>The 4<sup>th</sup> grade students' overall presence showed a good level to commitment in English subject. Most of them showed active in class</li> <li>Most of the 4<sup>th</sup> grade students answered the teacher's questions with relevant answers and thought about the correct English before answering.</li> </ul>

<sup>102</sup> Observation, 5<sup>th</sup> of October 2024

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No.	Questions			Findings
			•	Most of the 4 <sup>th</sup> grade students showed
				enthusiasm in answering questions by
				raising their hand quickly and
				scrambling, and also speak with very
				enthusiastic tone of voice.
			•	The 4 <sup>th</sup> grade students paid attention in
				class. They didn't often play with
				things or talk to friends after the lesson
				started. The teacher helped them focus
				by managing the class, using media that
				fit the topic, and doing fun games or
				ice- breaking.
			¥	Most of the 4 <sup>th</sup> grade students were
				good and diligent in doing exercise.
				There were only 3 students who had
				low scores in English.
			•	The students interest in answering the
				question by asking for more time to get
				questions from the teacher.
2.	How does the teacher		•	The English teacher used variety of
	attract the students'			learning methods. She used lecture
	interest in 4 <sup>th</sup> grade			method, Question and Answer, and
	students of SDN			TPR (Total Physically Response).
	Penataan, Pasuruan?		•	The English teacher motivated the
	UNIVERSIT	AS	IS	students before and during class. The
			. TI	teacher greeted them, asked now they
	KIAI HAJI A	CI	Ţ.	were, and encouraged them. During the
	ÍE	1.4	I	lesson, the teacher used ice-breaking claps to keep the students focused and
	JE	IVI		enthusiastic.
			•	The teacher managed the class by organizing the lesson from beginning to
				end. The teacher also arranged the
				students' seat in groups so they could
				easily discuss with their friends.
			•	The teacher used learning media that
			•	matched the lesson theme. For
				example, the teacher used flashcard
				when teaching numbers.
			•	The teacher gave rewards to the
				students by saying words like 'good',
				'good job', 'excellent'. The teacher also
				asked the class to clap for students who
				answered correctly.

No.	Questions	Findings
		The teacher divided the students into
		groups by placing high-score or active
		students in each group. This made the
		groups balanced, so no group was left
		behind.

The novelty of this study lies in its descriptive qualitative approach based on field observations, which captures affective indicators of learning interest such as students' enthusiasm and readiness at the beginning of the lesson, physical and mental presence, and preverence in completing tasks, active participation in answering questions. Additionally, this research found that the teacher's instructional strategies play asignificant role in fostering students' interest, such as through ice- breaking activites, games, the application of the Total Physical Response method, positive reinforment (praise), seating arrangements, and the formation of home study groups. These findings indicate that the implementation of adaptive and creative teaching strategies by 4<sup>th</sup> grade teacher, which have not been extensively explored in previous study.

#### **B.** Discussion

In this section, the researcher describes students' interest in learning English based on *Merdeka* Curriculum in the 4<sup>th</sup> grade students at SDN Penataan. The researcher collected the data through observation, interview with English teacher and 2 members of 4<sup>th</sup> grade students, and document review. The things studied include students' interest in learning English and teacher's strategies in attracting students' interest in learning. The following is a detailed explanation of the research results, which are as follows:

# 1. The Students' Interest in Learning English based on *Merdeka*Curriculum

In accordance with the research findings, the following are some indicators that are discussed in the discussion part. Those are students' readiness to receive the lessons, students' attendance in the lessons, students' ability to answer questions, students' enthusiasm in answering questions, students' attention in learning, students' diligence in doing exercise, students' interest in answering questions. The following is an explanation of the results, based on the indicators that have been mentioned:

#### a. Students' Readiness to Receive the Lessons

The research findings showed that the 4<sup>th</sup> grade students were very ready to receive the lesson. This was reflected in their attitude during the implementation of the learning process. According to Daradjat, readiness is the condition of individuals that allow them to learn.<sup>103</sup> Students who are ready to receive lesson are those who are truly prepared to learn, so that they can understand the material delivered by the teacher well.

According to Efendi, Students who have physical, mental and material readiness will help to be more active in responding to learning process activities. <sup>104</sup> Based on the observation result, students showed physical readiness by showing an upright sitting posture and

<sup>&</sup>lt;sup>103</sup> Daradjat, *Metodik Khusus*, , 276-277.

<sup>104</sup> Effendi, "Hubungan Readiness (Kesiapan) Belajar Siswa Dengan Hasil Belajar Fisika," 16.

paying attention to the front. They also showed mental readiness from their understanding, learning motivation, concentration while learning. In addition, for material readiness, they showed that they were ready with what was needed during the lesson such as books, pen, correct pen and other needed tools.

#### b. Students' attendance in the lesson

Based on the research findings, it was shown that 4<sup>th</sup> grade students had a high attendance frequency. They were present in class on time and never leaved the class for a long time. Rarely did anyone get permission to be absent from class unless they were sick.

In addition to physical presence, students' mental presence also plays an important role in understanding their interest in learning. The 4<sup>th</sup> grade students also exhibited mental presence during the English lesson, as reflected in their attentiveness and active participation in class. CHMAD SIDDIO

This is supported by according to Gustina in her thesis said that students' attendance at school (school attendance) is the presence and participation of students physically and mentally in school activities during effective hours at school. Students, who are present in the lesson, not only physically present, but mentally present as well. Students, who are mentally present mean students who actively participate in learning activities.

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<sup>105</sup> Gustina, "Tingkat Kehadiran Siswa," 11.

## c. Students' ability to answer questions

The ability of students to respond to questions is a further indicator to determine their interest in learning. Based on the research findings, it showed that the 4th grade students are able to provide relevant answer to questions and they also tried to ask the teacher if they could not pronounce it in English. As in Istaqa et al.'s research, this study has found that when students are interested in a subject, such as English, they tend to pay more attention, actively participate, and more likely too successfully answer questions correctly, as this interest foster motivation and deeper understanding. 106

#### d. Students' enthusiasm in answering questions

From the results, it was shown that the 4th grade students were interested in learning English because they were enthusiastic about answering questions given by the teacher. Students scrambled to answering question by raising their hand quickly, this is one proof that 4th grade student were interested in learning English. According to Najoan et al. state that "When teacher provides challenging questions to students and student compete to answer these questions, it creates competition for students, this method increase students' interest in the learning process"107 support this statement.

<sup>106</sup> Istaga, Rosnija, and Rezeki, "Factor Influencing Students' Interest in Learning English,"

107 Najoan, Lala, and Ratunguri, "Peran Guru Sebagai Motivator,"129.

### e. Students' attention in learning

From the results, it showed that most of the students paid attention when learning took place. Sugihartono et al. stated that attention is one of the important factors that affect learning because with attention, students will be interested and easily understand the material presented by the teacher. The findings also indicated that the English teacher could attract students' attention in learning. Students became interested in paying attention to the teacher because students felt that their teacher is fun. The teacher did ice- breaking or games in between lesson to arouse students' enthusiasm. That was what can attract students' attention in learning. This statement is supported by the results of Irachmat's research which stated that the use of ice-breaking games can increase students' attention.

## f. Students' diligence in doing exercise NFCFRI

doing assignments. The characteristic of a diligent person according to Busro is that a diligent person must be in totally in doing the work so that later it can produce maximum results. The same as the case with 4<sup>th</sup> grade students in SDN Penataan who were totality in doing assignments. They would do the assignment according to the time determined by the teacher and they were always on time to complete

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<sup>&</sup>lt;sup>108</sup> Sugihartono et al., *Psikologi Pendidikan*, 76.

<sup>&</sup>lt;sup>109</sup> Irachmat, "Peningkatan Perhatian Siswa Pada Proses Pembelajaran Kelas III Melalui Permainan Icebreaking Di SDN Gembongan."

<sup>&</sup>lt;sup>110</sup> Busro, Teori-Teori Manajemen Sumber Daya Manusia, 128.

it. Even though they were targeted with time they still did it well and seriously. If there were questions that were not understood they would try to understand by asking the teacher.

## g. Students' interest in answering questions

Based on the results, it was shown that 4<sup>th</sup> grade students were interested in learning English with their interest in answering questions calmly and thoughtfully and looking at the questions carefully before answering. When given questions by the teacher, students did not ask follow- up questions, but they would ask for more time to get questions from the teacher. The teacher asked questions in interesting way, so the students were happy and interested when answering the teacher's questions.

This result is supported by Hidi & Renninger, stating that "interest in learning develops through several stages. In the first stage, interest can arise when students feel curious or interested in a topic. When students ask more questions or interact with teacher, it shows that they have progressed past the first stage, indicating that they are more engaged in learning and want to dig deeper into the material being taught."<sup>111</sup>

111 Hidi and Renninger, "The Four- Phase Model of Interest Development"

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# 2. The teacher's strategies to attract students' learning interest in 4<sup>th</sup> grade students

The following are the indicators of teacher strategies to attract students' interest in learning, as discussed in the research findings and further explained in the discussion section. These are:

### a. Using variety of learning methods

Based on the research findings, it showed that English teacher used variety of learning methods. Such as lecture method, question and answer method, and TPR (Total Physical Response) method to be applied in English class. As stated by Dani et al., Varieties learning methods are a combination of several teaching methods used in a varied manner as an effort to improve learning outcomes. The lecture method is the most commonly used method from the past until now. According to Jamil there are some situation and conditions that are suitable for teaching with the lecture method:

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- 1) If the number of students is large enough
- 2) Time provide for a lot of material
- The material is a combination of several sources and there are no other supporting sources
- 4) The teacher needs to convey the important point of the material presented

<sup>&</sup>lt;sup>112</sup> Dani, Shaleh, and Nurlaeli, "Variasi Metode," 685.

<sup>&</sup>lt;sup>113</sup> Jamil Suprihatiningrum, Strategi Pembelajaran, 286.

- 5) The teacher intends to convey apperception and connect the material to be learned and the material that students have learned
- 6) The teacher has excellent speaking and explaining skills.

In this case the 4<sup>th</sup> grade English teacher falls into one of the above learning conditions, that is 'The teacher has excellent speaking and explaining skills'. The teacher used the lecture method because the teacher wanted to introduce English to students first. English is a new subject learned by the 4<sup>th</sup> grade students because in previous classes when it was still using the 2013 curriculum they did not recognize English lesson.

Another method used is the question and answer. As the name implies, this method is carried out by asking and answering. The teacher asks questions and students answer or vice versa. The use of varied method has several purposes. According to Jamil some of these objectives are:<sup>114</sup>

- Increase and maintaining students' attention to the relevance of the learning process
- 2) Provide the opportunity for motivation to function
- 3) Form a positive attitude towards teachers and schools
- 4) Provide the possibility of individual learning choice and facilities
- 5) Encourage students to learn.

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<sup>&</sup>lt;sup>114</sup> Jamil Suprihatiningrum, *Strategi Pembelajaran*, 70.

An additional method used is TPR (Total Physical Response). This method focuses on motivating students to attentively listen to and react to their teacher's verbal commands in the target language. In the other words, TPR is a language teaching approach that centers on the coordination of speech and physical movement. In this case, the teacher of 4th grade students used the TPR method when teaching about 'Preposition.'

## b. Providing motivation to students

Based on the results it showed that the teacher always motivates students before learning and during learning activities. This was done so that students were always enthusiastic about learning. It also showed that teachers have an important role in increasing students' motivation.

Motivation is given to increase students' enthusiasm for learning. In line with Arianti's opinion, she stated that the role of teachers in increasing students learning motivation is one of the integral activities that must exist in learning activities. Therefore, the teacher must be able to motivate students to always be active in learning, as has been done by the English teacher of 4<sup>th</sup> grade.

## c. Managing the class well

Based on the research findings, it showed that the teacher in managing the class was carried out starting from planning, then the

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<sup>&</sup>lt;sup>115</sup> Widodo, "Teaching Children," 237.

<sup>&</sup>lt;sup>116</sup> Arianti, "Peranan Guru," 132.

core, and then evaluation. For preparation, the teacher made teaching module as a reference for learning activities. When in the core of learning, teacher carried out learning by created an enjoyable and inclusive classroom atmosphere by applying teaching methods that suit students' needs and using appropriate media.

At the evaluation stage, the teacher invited students to reflect on the material that had been taught. That way the teacher would know how students felt when learning English and what difficulties they experienced when learning. That would be the teacher Evaluation for the next lesson. That way the teacher would be able to adjust how to teach correctly and can be enjoyed by all students, be it students with high interest in learning or students with low interest in learning. This is accordance with the following statement by Rukhani, she said that the purpose of classroom management is to created and maintained classroom conditions so that the teaching and learning process could take place well in accordance with its objectives. It means that the efforts made by the teacher, so that students whose abilities are not all the same, could follow and master the subject matter by the teacher. 117

The results also showed that the teacher arranged the students' seating by forming groups, each consisting of 4 to 5 students. This type of seating arrangement is classified as one of the

117 Rukhani, "Peran Guru Dalam Pengelolaan Kelas," 23.

models suggested by Silberman, (as cited in Pratama et al., 2020), several seating arrangements can be selected to support the learning process, including the U-shape model, team cluster, conference table, chevron style, auditorium setup, and traditional rows.<sup>118</sup>

## d. Designing effective and efficient learning media

Based on the research findings, it showed that the English teacher used media in class learning. According to English teacher using media for learning is very effective. Based on this, it can be seen that the use of learning media during the learning process can influence students' learning interest. In this context, the teacher utilized flashcard as a medium to teach numbers.

This aligns with the research conducted by Sekarsari and Rusnilawati, found that the use of learning media can significantly impact the teaching and learning process. It affects students' motivation, classroom participation, and interest in paying attention to the material. Moreover, it helps students better understand the material, which in turn enhances both their learning outcomes and interest in learning.<sup>119</sup>

### e. Giving rewards to students

Based on the research findings, the English teacher did one of the forms of rewards in the English class, that is praise and it was seen when the researcher made observation. This is in line with the result

119 Sekarsari and Rusnilawati, "The Effect of Team Games Tournament,"

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<sup>&</sup>lt;sup>118</sup> Pratama, Saputra, and Utami, "Pengaturan Tempat Duduk," 8.

of interview with one of the students. He said that the teacher would praise him when he could complete the tasks well.

This type of rewards is classified as one of the kinds suggested by Khofifa et al., in their research said that the 'Praise' reward is a form of reward that is done with words such as very good, good, great, and so on. It is a non-material reward given when students are able to complete tasks from the teacher.<sup>120</sup>

## f. Creating study groups

Based on the results, it showed that the teacher forms and divided students into groups. They consist of 4-5 students in each group. The students also were happy when they were made into study groups like that. They could learn together with friends, not only at school but at home as well. The students who had good scores in English said that he often helped his friends who were struggling and he was happy to do that. Meanwhile, the student who had low scores in English said that he was happy to be taught by his friend when he could not, and of course, without any shame or embarrassment.

This is supported by a statement by Hadi and Aisjah. They stated that the use of learning technique with study groups for the teaching and learning process aims to enable students to work together

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<sup>&</sup>lt;sup>120</sup> Khofifa, Adisel, and Latipah, "Bentuk-Bentuk Hadiah," 44-45.

with friends in achieving common goals and can arouse students' enthusiasm in learning.<sup>121</sup>



 $<sup>^{121}</sup>$  Hadi and Noor, "Keefektifan Kelompok Belajar," 62.

#### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions drawn from the research findings and provides suggestions for future studies or educational practice based on the results.

#### A. Conclusion

Based on the result of the data analysis of the research on students' interest in learning English based on the *Merdeka* Curriculum in the 4<sup>th</sup> grade students at SDN Penataan, it can be concluded as follows:

## 1. Students' Interest in Learning English based on Merdeka Curriculum

The 4<sup>th</sup> grade students of SDN Penataan have an interest in learning English lesson even though English is a new subject for them. The 4<sup>th</sup> grade students fulfill the indicators of interest, which are: 1) The students were ready to receive the lessons by showing enthusiasm and readiness when English lessons are about to begin; 2) The students showed high frequency of attendance and active participation in the lesson; 3) The students were able to provide relevant answers and make an effort to respond in English; 4) The students showed great enthusisasm in answering questions by raising their hand quickly; 5) The students' attention was effectively captured through the use of ice- breaking activities and games integrated into the lesson; 6) The students completed the tasks well and always submitted them on time; 7) The students interested in answering questions by responding calmly and thoughtfully,

and they even asked for more opportunities to receive questions from the teacher.

2. The Teacher's Strategies to Attract Students' Interest in Learning English

The English teacher succeeded in increase students' interest in learning by implementing several teaching strategies, which are: 1) The teacher used variety of learning methods, including lectures, Q&A sessions, and Total Physical Response (TPR) method; 2) The teacher motivated the students by providing ice-breaking activities and quizzes; 3) The teacher managed the class effectively through careful planning, conducting the core activities, evaluating students, and arranging the students' seating; 4) The teacher design learning media that was appropriate and aligned with the theme being taught; 5) The teacher gave praise to students who completed tasks or answered questions correctly; 6) The teacher created study groups to encourage students to learn together with their friends at home.

## **B.** Suggestion

Based on the research's findings, the researcher proposed numerous suggestions. The suggestions made were as follows:

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#### 1. For teacher

Teacher are expected to continuously evaluate the need and interest of each students in learning, provide a variety of appropriate teaching methods, not just using the lecture method even though English is a new subject. Teacher should always provide media that are appropriate to the theme. This allows students to be more interested in learning English, especially students who may still less interested in English.

#### 2. For future researcher

Future researchers are advised to use observation, interview, and documents review techniques more deeply in order to obtain more comprehensive data. In addition, it is recommended to involve more informants, such as students from other classes or other school stakeholders, to ain more diverse perseptives. Research can also be continued in differet schools to compare students' learning interest in various contexts. It would be better if the research is carried out over a longer period of time to acheve more accurate results. Latly, the research findings should be more clearly linked to the implementation of the curriculum applied in the school.

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## Appendix 1: Declaration of Authenticity

## DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Ul'yatul Muhimmah

Place, date of: Pasuruan, 07th of February 2002

birth

Address : Dusun Penataan RT/RW: 002/002, Desa

Winongan, Kecamatan Winongan, Kabupaten

Pasuruan.

Faculty : Tarbiyah and Teacher Training

Major : English Education Program

State that thesis entitled "Students' Interest in Learning English based on Merdeka Curriculum in the 4th Grade Students at SDN Penataan, Pasuruan" is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writing or publications that have already been authored or published by another individual, and the only person accountable if anyone objected is me.

JEMBER

Jember, 20<sup>th</sup> of May 2025 Author



## **Appendix 2: Matrix of the Research**

## MATRIX OF THE RESEARCH

TITLLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHOD	RESEARCH FOCUS
Students' Interest in Learning English using the Curriculum Merdeka in 4th Grade Students of SDN Penataan, Pasuruan	1. Students' interest in learning English  UNIVERSITA	<ul> <li>Concentration of attention, feelings, and thoughts</li> <li>Feeling good about the learning</li> <li>Willingness to be active in learning</li> <li>Motivated in learning English</li> <li>Get a great score with more effort in learning English</li> <li>The use of teaching strategies in the Merdeka         Curriculum     </li> </ul>	1. The 4 <sup>th</sup> grade students in SDN Penataan, Pasuruan  2. The English teacher in SDN Penataan, Pasuruan	<ol> <li>Approach of the Research:         Qualitative Approach</li> <li>Research Design:         Descriptive Research</li> <li>Data Collection:         <ol> <li>Observation</li> <li>Interview</li> <li>Document Review</li> </ol> </li> <li>Population:         <ol> <li>The 4<sup>th</sup> grade students of SDN Penataan, Pasuruan</li> <li>The English teacher of SDN Penataan, Pasuruan</li> </ol> </li> <li>Data Analysis (Miles and Huberman):         <ol> <li>Data Reduction</li> <li>Data Display</li> <li>Conclusion Drawing/verification</li> </ol> </li> </ol>	1. How is students' interest in learning English using Curriculum Merdeka?  2. How does the teacher attract the students' interest in 4th grade SDN Penataan, Pasuruan?

JEMBER

2. Curriculum Merdeka	6. Validity of Data: Triangulations a. Source Triangulation b. Technique Triangulation	
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## **Appendix 3: Research Instrument**

#### RESEARCH INSTRUMENT

In conducting the research, the researcher used research instrument that were compiled to make it easier for the researcher in collecting the data needed:

#### A. Observations

## **Observation Instrument**

No.	Students' Interest in Learning	Yes	No	NOTE
1.	Students' readiness to receive the			
	lessons			
	- Students are fully concentrated			
	when learning begins			
	- Students sit upright and look			
	forward			
2.	Students' attendance in the lesson			
	- High frequency of attendance			
	- Students arrive on time and are			
	not late			
3.	Students' ability to answer questions		OFFI	
	- Students answer that are relevant	MNE	GEKI	
	to the questions	2 G	IDDI	0
	- Students answer with correct		ושושו	· ·
	English I F M B I	E R		
4.	Students' enthusiasm in answering			
	questions			
	- Students raise hand quickly			
	- Can't wait for their turn			
	- Enthusiastic tone of voice			
5.	Students' attention in learning			
	- Students are not easily distracted			
	by surrounding things (talking to			
	friends, playing with something			
	around the table)			
	- Students do not daydream or			
	show sign of boredom			
	- Students maintain eye contact			
	with the teacher or pay attention			
	to the material being taught			

6.	Students' diligence in doing exercise	
	- Students try to answer questions independently	
	- Students complete the task thoroughly	
	- Students ask questions that they do not understand	
7.	Students' interest in answering question	
	- Waiting for question with attention	
	- Ask follow-up questions	
	- Answer calmly and thoughtfully	

## **B.** Interview

Research Subject	Questions					
The English Teacher	1. Students' Interest in Learning English					
	a) How do you see students' readiness to receive the lessons?					
	b) How do you think the students are prepared for the lesson?					
	Do they look ready and focus?					
	c) How is the students' attendance rate during the lesson? Is it					
	consistent or are there frequent absences?					
	d) How do you think about students' ability to answer the					
	questions you gave? Do they understand the material?					
KIA	e) What do you think about students who are enthusiastic in answering questions?					
	f) Who attentive are the students during the lesson? Are they					
	focus or easily distracted by things around them?					
	g) How is students' perseverance when given practice question?					
	Do they work on them seriously?					
	h) Do students seem interested in answering the question you give?					
	i) How do you create an atmosphere so that students are more					
	interested in practicing in discussion or answering question?					
	2. Teacher's Strategies to attract Students' Interest in Learning					
	English					
	a) What methods do you use in teaching English?					
	b) How do you motivate students to be more active in learning					
	English?					
	c) How do you manage the class so that English learning runs smoothly?					
	d) What are the learning media do you use in teaching English?					
	e) How do you reward students?					

Students	a) Did you find it easy to answer the questions given by the teacher? Why?
	b) How do you feel when the teacher asks questions in class?  Do you feel excited to answer?
	c) When the teacher explains a lesson, do you always listen well? What makes you focus?
	d) Would you rather answer questions voluntarily or wait to be called on? Why?
	e) What does the teacher usually do to make you more enthusiastic about learning?
	f) What does the teacher do to keep your friends in order while studying?
	g) Does your teacher ever give you a reward or praise if you successfully complete an assignment? How does that make you feel?
	h) What do you think about the study groups formed by the teacher?

## C. Document Review

- 1. The profile of SDN Penataan
- 2. The Vision and Mission of SDN Penataan
- 3. Teaching module
- 4. Students' English score data
- 5. Students' attendance recap of English subject
- 6. Teaching media

#### **Appendix 4: Research Permission**



#### 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 Email: tarbiyah.iainjember@gmail.com

Nomor: B-6518/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal: Permohonan Ijin Penelitian

Yth. Kepala SDN PENATAAN, Winongan - Pasuruan

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

NIM : 202101060021

Nama : UL'YATUL MUHIMMAH
Program Studi : TADRIS BAHASA

**INGGRIS** 

Untuk mengadakan Penelitian/Riset mengenai Students' Interest in Learning English Based on *Merdeka* Curriculum in the 4<sup>th</sup> Grade Students at SDN Penataan selama 25 (dua puluh lima) hari dimulai Sabtu, 5 Oktober 2024 s/d Selasa, 29 Oktober 2024 di lingkungan lembaga wewenang Bapak/Ibu MOKHAMAD DAHLAN.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.



CHOTIBUL UMAM

#### **Appendix 5: Research Completion Letter**



#### PEMERINTAH KABUPATEN PASURUAN DINAS PENDIDIKAN SD NEGERI PENATAAN

Jl. Dusun Penataan No. 14 Telp. –

Desa Penataan Kecamatan Winongan Kabupaten Pasuruan Kode Pos 67182

#### SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 421.2/38/424.059.19.1.14/2024

Yang bertanda tangan dibawah ini:

Nama : MOKHAMAD DAHLAN, S.Pd

NIP : 197507082008011011

Jabatan : Kepala sekolah

Unit Kerja : SD Negeri Penataan

Alamat : Desa Penataan Kecamatan Winongan Kabupaten Pasuruan

Menerangkan dengan sebenarnya bahwa:

Nama : UL'YATUL MUHIMMAH

NIM : 202101060021

PROGRAM STUDI : TADRIS BAHASA INGGRIS UNIVERSITAS ISLAM NEGERI

Benar-benar Melakukan Penelitian/Riset mengenai students' interiset in Learning English Based On Merdeka Cuririculum in the 4<sup>th</sup> Grade Students at SDN Penataan.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Penataan, 31 OKTOBER 2024

## Appendix 6: Journal of the Research

## JOURNAL OF RESEARCH

Students' Interest in Learning English Based on Merdeka Curriculum in the 4th Grade Students at SDN Penataan, Pasuruan

No.	Time	Time Research Subject Informant		Signature
1.	30 <sup>th</sup> of September 2024	Sending a permission letter for doing research	The Headmaster of SDN Penataan	
2.	5 <sup>th</sup> of October 2024	Collecting data through observation	4th grade students	dimpi.
3.	12 <sup>th</sup> of October 2024	Collecting data through observation	4th grade students	Makis
4.	21st of October 2024	Collecting data through interview	2 4th grade students	ED CON
5.	21st of October 2024	Collecting data through interview	The English teacher	Tinkir
6.	29th of October 2024	Collecting data through document review	The English teacher	Thinker
7.	31st of October 2024	Asking research's finished letter	The headmaster of SDN Penataan	THE STATE OF THE S

UNIVERSITAS ISLAM NEGERI Pasunian, 31 Oktober 2024 KIAI HAJI ACHMAD J E M B E R

#### **Appendix 7: Turn it in Check Letter**



#### 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

: Ul'yatul Muhimmah

NIM

: 202101060021

Program Studi

: Tadris Bahasa Inggris

Judul Karya Ilmiah : "Students' Interest in Learning English based on Merdeka Curriculum in

the 4th Grade Students at SDN Penataan"

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan

skor akhir sebesar (4,8%)

1. BAB 1 : 12 %

2. BAB II : 1 %

3. BAB III: 1 %

4. BAB IV: 4 %

5. BAB V : 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHM Jember, 27 Mei 2025

I E M B ETIK UIN KHAS Jerriber

Penanggung Jawab Turnitin

Ulfa Dina Novienda, S.Sos.I, M.Pd NIP: 198308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

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

## **Appendix 8: School Profile**

#### A. The Profile of SDN Penataan

1. Name : UPT Satuan Pendidikan SDN Penataan

2. NPSN : 20519040

3. Address : Penataan Street

4. Zip Code : 67182

5. Village : Penataan

6. District : Winongan

7. Regency : Pasuruan

8. Province : East Java

9. School Status : Negeri

10. The Principal's Name : Mokhamad Dahlan

11. Educational Level : SD

12. Accreditation FRSITAS: BSLAM NEGERI

## B. Goal, Vission, and Mission of SDN Penataan

- 1. Goal of SDN Penataan M B E R
  - a) To develop students who are faithful and devoted to God Almighty and have noble character as well as physical and spiritual health.
  - b) Laying the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow further education.
  - c) Learners have the values of national culture and character and actualized them in daily life.

- d) Learners have the ability to appreciate the social value of regional and national culture.
- e) Produce graduates who are ready to continue at the further education level
- f) Making students creative, skillful and independent to be able to develop themselves.

#### 2. Vission

"The Realization of Human Beings Who Are Devoted to God Almighty, Intelligent, Qualified, Cultured, Empowered, and Noble, and Sensitive to Environmental Changes."

#### 3. Mission

- a) Organizing safe, comfortable, and religious education
- b) Organizing education that is conducive, creative, innovative, and complete FRSITAS ISLAM NEGERI
- c) Organizing education that is cheap, high quality, and achievers
- d) Creating discipline, family nuances, mutual cooperation, and a shady atmosphere
- e) Organizing transparent and responsible management

#### **Appendix 9: Teaching Module**



## **MODUL AJAR KURIKULUM MERDEKA 2024**

SEKOLAH DASAR (SD/MI)

Nama penyusun : Khoirun Nisa,S.Pd

Nama Sekolah : UPT Satuan Pendidikan SDN Penataan

Mata Pelajaran : Bahasa Inggris

Fase B, Kelas / Semester : IV (Empat) / I (Ganjil)

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ J E M B E R

## MODUL AJAR KURIKULUM MERDEKA 2024 BAHASA INGGRIS SD KELAS 4

#### **INFORMASI UMUM**

#### A. IDENTITAS MODUL

Penyusun : Khoirun Nisa,S.Pd Instansi : SD Negeri Penataan

Tahun Penyusunan : Tahun 2024

Jenjang Sekolah : SD

Mata Pelajaran : Bahasa Inggris

Fase / Kelas : B / 4
Semester : I (Ganjil)

Unit / Tema : 1. What Are You Doing? Alokasi Waktu : 2 JP (2 X 35 Menit)

#### **B. KOMPETENSI AWAL**

- ❖ Anak mampu mengungkapkan aktivitas menggunakan Verb ing
- ❖ Anak mampu membuat kalimat tentang kegiatannya.

## C. PROFIL PELAJAR PANCASILA

- Mandiri
- Kreatif
- Bergotong royong

#### D. SARANA DAN PRASARANA

- Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 My Next Words Grade 4 Student's Book For Elementary School, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- ❖ Peralatan Pembelajaran :Kartu bergambar yang sesuai dengan materi,Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.

#### E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
- ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

#### F. JUMLAH PESERTA DIDIK

Peserta didik yang berjumlah 17 siswa

#### G. MODEL PEMBELAJARAN

Pembelajaran Tatap Muka

#### KOMPNEN INTI

#### A. TUJUAN KEGIATAN PEMBELAJARAN

#### \* Capaian Pembelajaran :

#### Menyimak-Berbicara

Peserta didik mampu menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu.

Peserta diidk mampu mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

#### Menulis Mempresentasikan

Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan.

Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.

#### \* Tujuan Pembelajaran:

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

#### **B. PEMAHAMAN BERMAKNA**

What are you doing?

What is she/he doing?

Going, singing, playing, having breakfast, watching, swimming,

#### C. PERTANYAAN PEMANTIK

- ❖ What are you doing?
- ❖ What is she/he doing?

#### D. KEGIATAN PEMBELAJARAN

#### **Prosedur Kegiatan**

#### Kegiatan Pendahuluan

- 1. Guru mengucapkan salam,menyapa peserta didik dan mengajak untuk berdo'a bersama-sama.
- 2. Guru mengabsen kehadiran siswa.
- 3. Guru melakukan apersepsi bersama siswa.
- 4. Guru menyampaikan tujuan pembelajaran.
- 5. Guru mengajak peserta didik untuk menyanyikan lagu pada halaman 2. *Ok children, today we are going to sing. Do you like singing?*
- 6. Guru memberi contoh menyanyikan lagu pada halaman 2.
- 7. Peserta didik menyanyikan lagu.
- 8. Guru mengajak siswa untuk menebak apa yang sedang dilakukan guru di depan kelas. *What am I doing? Singing*.

#### **Kegiatan Inti**

#### **Look and Say**

- 1. Guru meminta peserta didik mengamati gambar pada halaman 3-5.
- 2. Look at the picture on page 3-5. What are they doing?
- 3. Guru meminta peserta didik untuk membacakan kalimat yang ada pada halaman 3-5.
- 4. Guru membetulkan beberapa pengucapan yang belum benar.
- 5. Guru meminta peserta didik untuk menirukan pengucapan kata yang benar.

6. Peserta didik diminta mengulang pengucapan secara mandiri untuk hal 3 – 5. Contoh kalimat guru : *Let's read and say together* 

#### Pair work

- 1. Guru memeragakan satu kegiatan di depan kelas. "Let's guess what am I doing?" Peserta didik: "you are singing"
- 2. Guru meminta bebrapa siswa memeragakan kegiatan yang sedang mereka lakukan. Peserta didik yang lain menebak kegiatan yang diperagakan teman di depan kelas
- 3. Guru membagikan kartu bergambar pada masing-masing peserta didik.
- 4. Guru meminta dua anak melakukan tanya jawab dengan memperhatikan gambar pada kartu dan bertanya "what is he/she doing"
- 5. Siswa melakukan tanya jawab secara berpasangan denagn menggunakan kartu.

#### **Look and Write**

- 1. Guru menunjukkan gambar sebuah kegiatan dan bertanya, "What is he doing?"
- 2. Peserta didik mengamati gambar dan menjawab, "Dimas is swimming"
- 3. Guru meminta peserta didik mengamati gambar pada halaman 7 dan menuliskan kegiatan sesuai "look at the picture! "write what are they doing"

#### Listen and Write

- 1. Guru mengajak siswa mengamati gambar Cici yang sedang sarapan di kantin. "Look at the picture, listen to my sentence and write"
- 2. Guru membacakan kalimat sesuai dengan gambar, peserta didik menuliskannya di bawah gambar "Number one, Lili is having breakfast."
- 3. Guru melanjutkan membacakan kalimat selanjutnya. *Number two, They are buying cakes. Number three, Joshua and friends are playing football.*

Number four, Aisyah is studying Math.

Number five, they are reading book.

Number six, they are studying English.

Number seven, Made is washing his hands.

Number eight, they are playing marbles.

Number nine, Cici is borrowing some books.

4. Guru mengajak siswa mendiskusikan hasil dari kegiatan listening.

#### **Look and Write**

- 1. Peserta didik diminta mengamati gambar dan contoh kalimat tentang kegiatan yang dilakukan serta tempat kegiatannya. Guru menuntun peserta didik untuk mengungkapkan kalimat beradasarkan gambar.
- 2. Contoh kalimat guru: "look at the picture, what is Joshua Doing?/what are they doing?"
- 3. Guru mengajak siswa mengamati gambar pada halaman 11-12. "Look at the picture, what are they doing?"
- 4. Peserta didik menuliskan kalimat yang sesuai dengan gambar yang ada di buku peserta didik halaman 11-12.Contoh kalimat guru : "let's write the sentence on your book"

#### **Kegiatan Penutup**

#### My New Words

- 1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar. "Let's say together: going, eating, etc"
- 2. Guru dan siswa melakukan kegiatan refleksi
- 3. Guru dan siswa menyimpulkan pembelajaran
- 4. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
- 3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

#### E. REFLEKSI

#### Refleksi Guru

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

#### Refleksi Peserta Didik:

- 1. Apakah kalian senang dengan pembelajaran hari ini?
- Apa yang membuat kalian senang belajar hari ini?
- Apa saja kesulitan yang kalian alami?

#### F. ASESMEN / PENILAIAN

#### Rubrik Penilaian

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai siswa pada unit 1.

#### Rubrik penilaian writing pada halaman 11-12

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

## G. KEGIATAN PENGAYAAN DAN REMEDIAL

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

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

#### **LAMPIRAN**

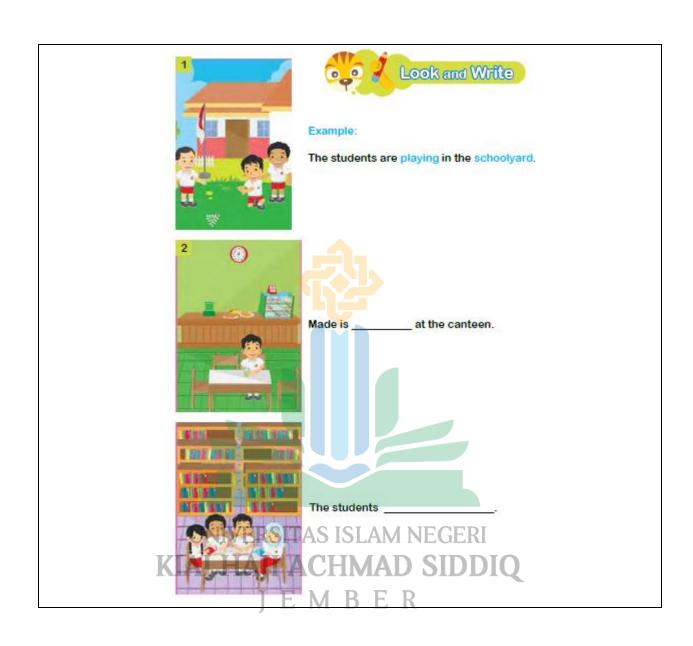
#### A. LEMBAR KERJA PESERTA DIDIK

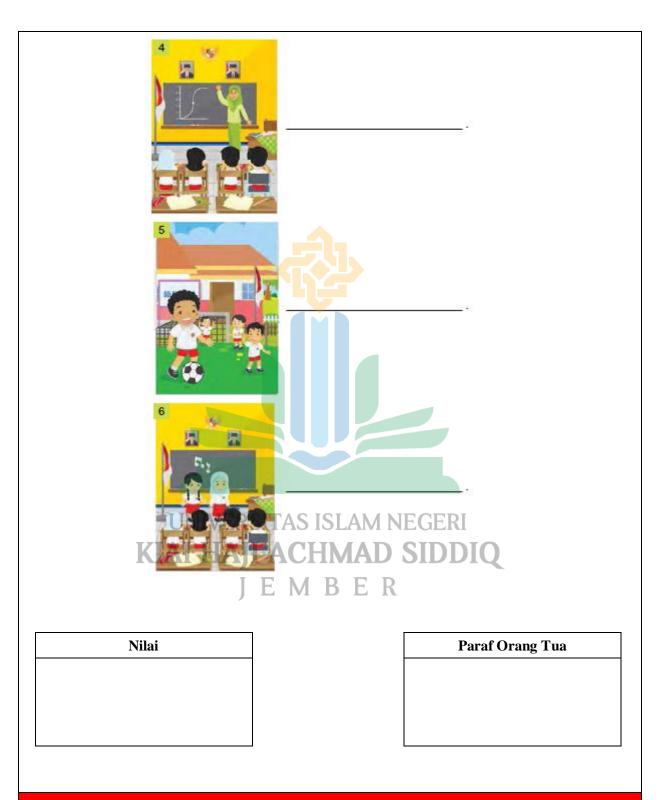
# LEMBAR KERJA PESERTA DIDIK (LKPD) Petunjuk! Look at the picture and Look and Write write your friend's activities. Joshua is Aisyah is Joshua is Cici and her friends are Joshua and Made are 0











#### B. BAHAN BACAAN GURU & PESERTA DIDIK

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

#### C. GLOSARIUM

What are you doing?

What is she/he doing?

Going, singing, playing, having breakfast, watching, swimming,

#### D. DAFTAR PUSTAKA

A, Scott, Wendy and H. Ytreberg, Lisbeth. 2012. *Teaching English to Children*. Pearson Education Limited. England

Boyd, Brian. 2009. Motivating Learning. British Council. UK

Boyd, Paul and Batstone. 2006. Differentiated Early Literacy for English Language Learners. California State University-Long Beach. Pearson. USA

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K.E. Suyanto, Kasihani. 2014. English for Young Learners. PT. Bumi Aksara. Jakarta

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Taylor, Anne and Kilpatrick, Linda. 2006. Listening Starter 2. Compass Publishing. USA

Mengetahui Kepala Sekolah

Penataan, 28 September 2024 Guru Kelas 4

MOKHAMAD DAHLAN, S. Pd NIP. 19750708 2008 011011

KHOIRUN NISA, S. Pd NIP. 198801282022212018

## MODUL AJAR KURIKULUM MERDEKA 2024 BAHASA INGGRIS SD KELAS

#### **INFORMASI UMUM**

#### A. IDENTITAS MODUL

Penyusun : Khoirun Nisa, S. Pd

Instansi : UPT Satuan Pendidikan SD Negeri Penataan

Tahun Penyusunan : Tahun 2024

Jenjang Sekolah : SD

Mata Pelajaran : Bahasa Inggris

Fase / Kelas : B / 4
Semester : I (Ganjil)

Unit / Tema : 2. There Are 67 English Books

Alokasi Waktu : 2 JP (2 X 35 Menit)

#### B. KOMPETENSI AWAL

- ❖ Anak mampu mengidentifikasi angka 50-100.
- ❖ Anak sudah bisa menghitung benda

#### C. PROFIL PELAJAR PANCASILA

- 1. Bernalar kritis
- 2. Kreatif

#### D. SARANA DAN PRASARANA

- ❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- ❖ Peralatan Pembelajaran : Kartu Angka, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.

#### E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
- Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

#### F. JUMLAH PESERTA DIDIK

❖ Peserta didik berjumlah 17 siswa

#### G. MODEL PEMBELAJARAN

Pembelajaran Tatap Muka

#### **KOMPNEN INTI**

#### A. TUJUAN KEGIATAN PEMBELAJARAN

#### **Capaian Pembelajaran :**

#### Membaca-Memirsa

Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Peserta didik mampu membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

#### **Menulis-Mempresentasikan**

Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan.

Dengan bantuan guru, peserta didik mampu menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar.

Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.

#### **\*** Tujuan Pembelajaran:

- Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris.
- Peserta didik dapat menghitung benda dengan menggunakan angka 50-100 dalam bahasa Inggris.

#### B. PEMAHAMAN BERMAKNA

How many English books are there?

Fifty, sixty, seventy, eighty, ninety one hundred Plus, minus.

#### C. PERTANYAAN PEMANTIK

Berapa banyak buku bahasa Inggris? di sana?

#### D. KEGIATAN PEMBELAJARAN

#### **Prosedur Kegiatan**

#### Kegiatan Pendahuluan

- 1. Guru mengucapkan salam,menyapa peserta didik dan mengajak untuk berdo'a bersama-sama.
- 2. Guru mengabsen kehadiran siswa.
- 3. Guru melakukan apersepsi bersama siswa. SI AM NIFCERI
- 4. Guru menyampaikan tujuan pembelajaran.

#### **Kegiatan Inti**

#### **Look and Say**

- 1. Peserta didik diminta mengamati gambar di halaman 15. "Let's see the picture, wow it's a wonderful flowers/garden, there are some animals, bird, goat, bee, butterfly and some flowers, they are red, yellow, purple, and blue, can you count the flowers?
- 2. Peserta didik menirukan pelafalan guru tentang angka yang terdapat dalam gambar. "Ok children, let's say the number, please listen and repeat after me. Seventy eight, sixty nine"
- 3. Setelah selesai, secara acak beberapa peserta didik diminta untuk menyebutkan angka yang ditunjuk oleh guru di gambar tersebut. "please, say the number" / "what number is it ?"

#### **Look and Answer**

- 1. Guru mengenalkan plus dan minus serta penggunaannya dengan cara menuliskan di papan tulis sambil menyebut- kan operasi hitungnya. "seventy plus three is seventy-three, forty minus three is forty- seven, etc"
- 2. Secara lisan, peserta didik diajak bersama-sama meng- gunakan penjumlahan dan pengurangan angka. Contoh: I will asking you some question and you answer oraly, twenty plus thirty

is...

- 3. Peserta didik diminta mengerjakan halaman 15 secara mandiri. Now open your text book page 16, let's count it"
- 4. Game (Kegiatan ini berupa guessing (tebakan) dengan meng-gunakan media kartu yang bertuliskan angka 50 100)

Guru membutuhkan kartu flash card, bisa membuat sendiri dengan menuliskan/mencetak tulisan angka-angka mulai dari 50 – 100 dari kertas bufalo atau karton.

- 5. Guru meminta siswa mencontohkan cara menggunakan kartu.
  - "I have a number, it is between 50 and 60. Guess it, what is my number?"

Jika diperlukan hal yang sama bisa dilakukan beberapa kali sesuai kebutuhan.

- 6. Selanjutnya, guru membagi peserta didik menjadi beberapa kelompok, tiap kelompok beranggotakan 4 5 peserta didik.
- 7. Guru memberikan kartu kepada tiap peserta didik dan kemudian peserta didik secara bergantian bertanya jawab dengan teman kelompoknya.

#### **Look and Match**

- 1. Guru mengingatkan kembali tentang nomor yang telah dipelajari sambil menunjukkan kartu angka. "What number is this?"
- 2. Peserta didik menyebutkan nomor sesuai angka yang ditunjukkan guru.
- 3. Peserta didik diminta mengamati gambar di halaman 17. "open your book page 17 and match the number"
- 4. Peserta didik diminta untuk mencocokkan sesuai tulisan dan angka.

## KIAI HAJI ACHMAD SIDDIQ Look and Write

- 1. Peserta didik diminta untuk mengamati gambar di halaman 18. "let's see the picture." "What number is Mr. Putra's house?
- 2. Peserta didik menuliskan data yang diperoleh pada table.

#### **Kegiatan Penutup**

#### My New Words

- 1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua angka yang telah dipelajari sebelumnya dengan benar. "say the number"
- 2. Guru dan siswa melakukan kegiatan refleksi
- 3. Guru dan siswa menyimpulkan pembelajaran
- 4. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
- 5. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

#### E. REFLEKSI

#### Refleksi Guru

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

#### Refleksi Peserta Didik:

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

#### F. ASESMEN / PENILAIAN

#### **Rubrik Penilaian**

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai siswa pada unit 2.

#### Rubrik penilaian writing pada halaman 18 \( \)

					,	Aspek					
No.	Nama		kuras amma		Ke	tuntas	san	(pa	Iekani ctuati pelling pitalis	on, g,	Rata- rata
		1	2	3	1	2	3	1	2	3	
1											
2	TINIT	/FR	ATI2	2 12	1 Δ1	M N	FCF	FRI			
3	WIAI I		[ A				CIT				
	NAI I	LA) I	LA		IVI	M	$2\Pi$	ועו	V		

## EMBER

#### G. KEGIATAN PENGAYAAN DAN REMEDIAL

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

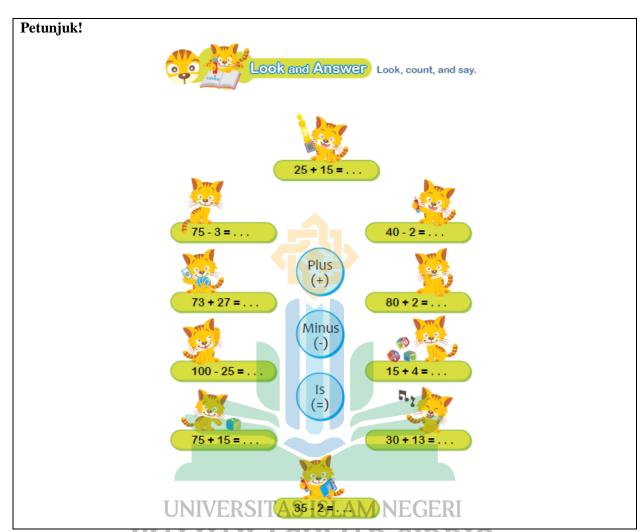
Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

#### LAMPIRAN

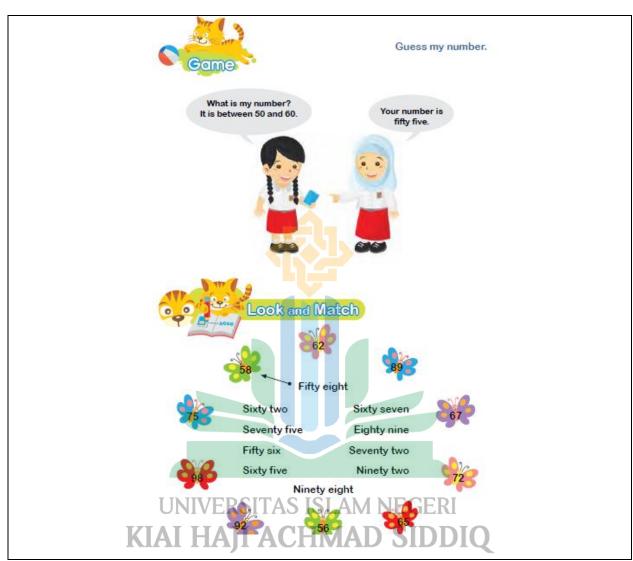
#### A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PES	ERTA DIDIK (	(LKPD)
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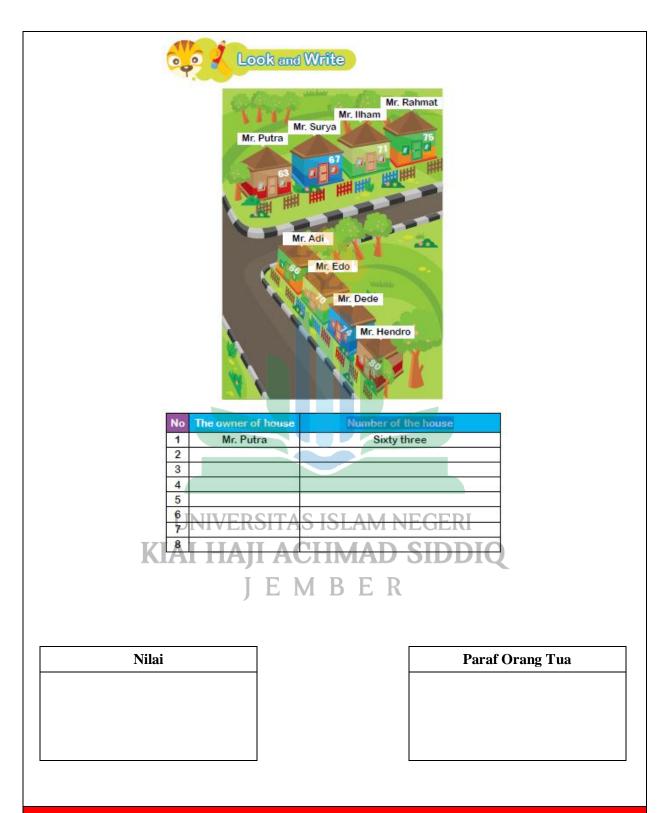
Nama:	
Kelas:	



J E M B E R



JEMBER



#### B. BAHAN BACAAN GURU & PESERTA DIDIK

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#### C. GLOSARIUM

Berapa banyak buku bahasa Inggris?

di sana?

Lima puluh, enam puluh, tujuh puluh, delapan puluh, sembilan puluh seratus Plus, minus.

#### D. DAFTAR PUSTAKA

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Mengetahui Kepala Sekolah Penataan, 05 Oktober 2024 Guru Kelas 4

MOKHAMAD DAHLAN, S. Pd NIP. 19750708 2008 011011 KHOIRUN NISA, S. Pd NIP. 198801282022212018

Appendix 10: The 4th Grade Students' English Score

#### NILAI BAHASA INGGRIS KELAS 4

No.	Nama Siswa	Т	`ema
		What are you	There are sixty-seven
		doing?	English books
1.	MR FR	50	60
2.	ADA	95	100
3.	AF	75	75
4.	AY SP	85	90
5.	ABA	80	85
6.	ANA	100	100
7.	BK	75	85
8.	FI	80	90
9.	IRP	60	65
10.	MFM	50	60
11.	MA	70	80
12.	MRH	75	80
13.	NEN	75	80
14.	SQ	100	100
15.	SER	90	95
16.	YVA	100	100
17.	MT AM	90	100

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

## **Appendix 11: Documentation**





The teacher demonstrated in front of the class

Students' enthusiactically answer question



Students paid attention to the teacher's explanation



The teacher conducted ice-breaking with students



**Teaching Media** 

#### **Appendix 12: Curriculum Vitae**

#### **CURRICULUM VITAE**



#### A. Autor Identity

Name : Ul'yatul Muhimmah

SRN : 202101060021

Place, Date, of Birth : Pasuruan, 07<sup>th</sup> of February 2002

Gender : Female

Address UNIVERS: Penataan, Winongan, Pasuruan

Faculty A HAJ: Tarbiyah and Teacher Training Faculty

Major : English Education Program

Email : muhimulya7@gmail.com

#### **B.** Education Background

Kindergarten : TK Dharma Wanita Penataan

Elementary School : SD Negeri Penataan

Junior High School : SMP Negeri 2 Kraton

Senior High School : MA Negeri 2 Pasuruan