

## STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Teacher Training wholly constitutes my original scientific writing.

As for the other persons' ideas, works who are quoted in this paper have been referred to appropriately following the prevailing legal and intellectual ethics in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, October 7th, 2023



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## ACKNOWLEDGEMENT

*In the name of Allah, the Most Merciful, the Compassionate.*

There are no valuable words to be said but all praises be to Allah, the almighty God, the lord of the world, the king of the king, the master of the day after in this universe and He has no partner. Who has sent Muhammad, peace be upon him to be his prophet and messenger for people all over the world. The writer realizes and feels very sure that with his blessing, mercy, and guidance, it would be possible for her to finish the paper.

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## ABSTRACT

**Sarah Lidya Balqis**, 191230133. 2023. *“An Analysis of the Implementation of “Merdeka Curriculum” in English Instructions (a Descriptive Qualitative Research)”*.

This research explores the implementation of the Merdeka Curriculum in English language instruction at SMAN 1 Cilegon and SMAN 2 Krakatau Steel Cilegon. Using a qualitative descriptive method, the study investigates teaching planning, material development, instructional strategies, and student achievement. The findings reveal essential aspects of the implementation: Firstly, teachers meticulously design lesson plans based on differentiated learning principles. They thoroughly understand Learning Outcomes (CP), formulate corresponding Learning Objectives (TP), and create Learning Objectives Flows (ATP) to establish a logical teaching sequence. This planning aims to create an inclusive and effective learning environment catering to diverse student needs. Secondly, English teaching materials in the Merdeka Curriculum emphasize varied content, including the use of technology and the internet as crucial information sources. Active student engagement is encouraged through diverse media, and teachers adapt strategies for complex materials. Additionally, teachers customize learning materials and employ strategies like Jigsaw and project-based learning to meet students' diverse needs. Both schools prioritize initial and final assessments to gauge prior knowledge and track progress, promoting tailored teaching. Finally, students in both schools show progress, notably in speaking and writing skills, with the Merdeka curriculum. The inclusion of project-based learning, specifically the P5 project, distinguishes the Merdeka curriculum and captivates students. This research has implications about practical Merdeka Curriculum implementation in English instruction, offering guidance for teachers and institutions in optimizing the curriculum for diverse student populations.

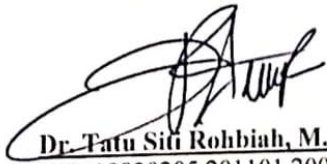
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## THE ADVISERS' APPROVAL

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**AN ANALYSIS OF THE IMPLEMENTATION OF “MERDEKA**  
**CURRICULUM” IN ENGLISH INSTRUCTIONS**  
**(DESCRIPTIVE QUALITATIVE)**

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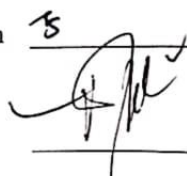
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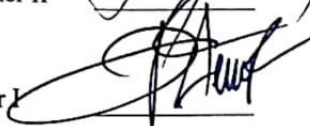
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## **DEDICATION**

I would dedicate this paper to my beloved mother *Mrs. Ifa Hafiroh*. Without her prayers, support, love, and affection, I would be nothing. And to my whole family. I am forever blessed to be yours.



## **MOTTO**

Just because you took longer than others, doesn't mean you failed.

Remember that.

## **A BRIEF BIOGRAPHY**

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