

CHAPTER I

INTRODUCTION

A. Background Of Study

Learning English is very important, because English has become an international language. Language is used for communication.¹ It is employed by most societies worldwide. Although English is not regarded as a second language in Indonesia, it is a foreign language that is spoken in many other nations. In the current Indonesian curriculum, English is also referred to as the target language that must be considered by the instructor in the classroom. Thus, it is intended that the pupils' English-speaking skills will improve.

The average person who wishes to advance himself must learn English. In the fields of modern science and technology, everyone should be able to communicate in another language, especially English. For Indonesians, English is a foreign language that is challenging to learn. So, it's not as simple as we might imagine to become a professional language teacher, especially when teaching English as a foreign language. Additionally, students must consciously study it, which is why

¹H. Douglas Brown, principles of Language Learning and Teaching (Prentice Hall Regents: New Jersey, 1994), p.5.

English is taught in Indonesia from elementary school through university for a variety of purposes.

Many changes have occurred in various sectors as a result of the Covid-19 outbreak in Indonesia, one of which is the education sector. During the Covid-19 pandemic was a special condition that caused different learning losses in the achievement of student competencies. In addition, many national and international studies state that Indonesia has also experienced a learning crisis for a long time.

These studies found that there are not a few students in Indonesia who have difficulty understanding simple reading or applying basic mathematical concepts. These findings also manifest that there is a fairly steep education gap between regions and social groups in Indonesia. The Ministry of Education and Culture is working to restore learning in light of these circumstances. Creating a "Merdeka Curriculum" is one of the initiatives taken to address the issues that currently exist.²

In this curriculum focuses at material essential, character development and the students' competence. All educational levels, including elementary school, junior high school, senior high school, vocational school, and college, can use the Merdeka Curriculum. At

² Suprapno Khoirurrijal, Fadriati, Sofia, Anisa Dwi Makrufi, Sunarya Gandi Abdul Muin, Tajeri, Ali Fakhrudin, Hamdan, *Pengembangan Kurikulum Merdeka*, 2022.

elementary school, it is found some changes such English subject.³ Based on this, the latest edition, known as the "Merdeka curriculum," is a concept that gives teachers and students flexibility in choosing the learning system to be employed. In fact, it has been seen thus far that the teaching and learning process uses a curriculum that is based on National Education Standards and tailored to the context and learning requirements of each educational unit.⁴

Heath Rose dkk, as stated English Medium Instruction (EMI) has been defined as 'the use of the English language to teach academic subjects (other than English itself).⁵

Johnson as stated, Learning is a reflection of each student's unique system and attitude toward the assigned work. A teacher's professional actions are reflected in their teaching.⁶

Students' creativity will be stimulated by the Merdeka Belajar Program since it gives them the freedom to study on their own and explore learning resources beyond predetermined parameters. Students'

³ N P A Dewi, DKK, 'Urgency of Teaching English to Young Learners in Kurikulum Merdeka Belajar' : *Educational Journal of History and Humanities* (2023), P, 110.

⁴ Fitriyani Kosasih, Yeti Suparmika, and Nur Azizah, 'Problems Of Implementing the Independent Curriculum in The Subject of Islamic Religious Education at SDN Selajambe 3 Sukaluyu Cianjur', 6.2 (2022), 2801-4.

⁵ Heath Rose and others, 'Defining English Medium Instruction: Striving for Comparative Equivalence Heath Rose, Ernesto Macaro, Kari Sahan, Ikuya Aizawa, Sihan Zhou and Minhui Wei The EMI Oxford Research Group, Department of Education, University of Oxford', 2021, 1.

⁶ Elarine B. Johnson, *Contextual Teaching and Learning*, (California: Corwin Press Inc, 2022), p. 19.

communication, teamwork, creativity, and critical thinking (4C) skills—all essential for meeting the problems of the twenty-first century—will undoubtedly grow as a result of this. Critical thinking, cooperation, communication, and creativity.

The researcher found that based on observations of the Merdeka Curriculum that was implemented at SMAN 1 Cilegon and SMAN 2 Krakatau Steel Cilegon, and was created by teachers with learning methods that could attract students with a relaxed learning atmosphere but still operate as well as possible. This is because this school has just implemented the curriculum merdeka with only one teacher.

Based on the phenomena described above, the writer interested in investigating the problem about a research and the title “ Analysis of “Merdeka Curriculum” in English instruction.

B. Identification of Problem

Considering the above-described research background, this study may identify several issues; the implementation of "Merdeka Curriculum" students' in English instructions is still low.

C. Focus of The Study

This study contains limitations, just like a lot of qualitative research. The analysis of English teachers' implementation of the Merdeka Belajar curriculum in Class XI at SMA 1 Cilegon and SMAN 2 Krakatau Steel Cilegon during the 2022–2023 academic year is the main topic of this study. The study delves into the planning and procedural components of English teachers' adoption of the Merdeka Belajar Curriculum. Planning in this subject refers to the steps a teacher takes to provide all the materials and methods that are included in the lesson plans. Process is a term used to describe an activity created by a teacher to ensure that students engage in learning activities to meet the required objectives or competences. As a result of the research, this study also demonstrates implementation-related challenges.

D. Research Question of The Study

1. How is the teacher planning in the implementing in English Instructions of Merdeka Curriculum?
2. What are the material in the implementing in English Instructions of Merdeka Curriculum?
3. How is the teacher strategies in the implementing in English instructions of Merdeka Curriculum?

4. How is the student's English achievement in class XI SMAN 1 Cilegon and SMAN 2 Krakatau Steel Cilegon?

E. Objectives of the Study

1. To identification the teacher planning in the implementing in English Instructions of Merdeka Curriculum.
2. To know the material in the implementing in English Instructions of Merdeka Curriculum.
3. To know the teacher strategies in the implementing in English Instructions of Merdeka Curriculum.
4. To know the student's English achievement in class XI SMAN 1 Cilegon and SMAN 2 Krakatau Steel Cilegon.

F. The Significance of the Study

1. This study helps scholars advance their understanding of how Indonesia is really implementing the newest curriculum, the Merdeka Curriculum.
2. To ensure that the teaching and learning process is successful, the school will implement the curriculum and follow up as necessary

3. After completing this course, English teachers will be more equipped to use the appropriate approach while instructing students, taking into account the content included in the Merdeka Curriculum.
4. In line with the Merdeka Curriculum's goals, learners can master challenging material within the teaching and learning process.
5. Readers will learn more about the Merdeka Curriculum's implementation by reading this thesis.

G. Previous Research

In this study, the researcher used several previous studies that are related to this research. It can be found in the following statements:

1. *The Implementation of English Teaching Learning in The Context of The Merdeka Curriculum at The Seventh Grade of Madrasah Tsanawiyah Negri 3 Ponorogo*

The first review is related to this research, and the title is Analysis on The Implementation of English Teaching Learning in The Context of The Merdeka Curriculum at The Seventh Grade of Madrasah Tsanawiyah Negri 3 Ponorogo by Cilvia Nur Wakhidah Ramadhoni. This researcher focuses on This study focuses on the discussion related to the implementation of English Subjects in the

context of the Merdeka Curriculum at MTsN 3 Ponorogo. The method of the research is descriptive approach.

According to the researcher, they found that (1) The lesson plan of English Subject in the context of Merdeka Curriculum at MTsN3Ponorogo based on the learning outcomes to be achieved (CP) by diagnoses of learning objectives, materials, teaching methods includes competence, Pancasila Student Profile, media, target students, learning model used, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, reflection of students and educators, student worksheets, enrichment and remedial, educator and student reading materials, bibliography. This is considering the goals to be achieved, what tools are used, what material is taught by evaluating and planning lessons using text book and non text. (2)The implementation of English Subject in the context of Merdeka Curriculum at MTsN 3 Ponorogois carried out differentiated and curricular through projects to strengthen Pancasila. Teachers uses the implementation of learning activities based on the lesson plan that has been prepared by the teacher and uses learning methods adapted to the conditions of the students.

This lesson contains material about my school activities which contains contexts at school and daily activities at home. The methods used are lecture methods, presentation methods and discussion methods. In addition to conveying learning, this method is also used to hone students' skills, namely, listening, speaking, reading, and writing. (3) The evaluation of English Subject in the context of Merdeka Curriculum at MTsN 3 Ponorogo is carried out by sumatif and formatif assesment.

So that the implementation goes according to the needs being taught. Test is conducted during mid semester (PTS) and final test (PAS) assessments, the daily assessment in the teacher's daily journal, the pre-test and post-test and also focuses on guiding and directing student behavior in learning and other activities.⁷

2. The Implementation of Merdeka Curriculum in English Teaching Learning at The Seventh Grade of SMPIT Insan Mulia Surakarta in The Academic Year 2022/2023

The Merdeka Curriculum's Implementation in English Teaching and Learning in the Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023, by Arum Ambar Sari, is

⁷Cilvia Nur Wakhidah Ramadhoni, 'The Implementation of English Teaching-Learning in The Context of The Merdeka Curriculum at The Seveth Grade of Madrasah Tsanawiyah Negeri 3 Ponorogo', 2023.

the second earlier study. The qualitative descriptive method is used in the study. The study's findings demonstrate that English instruction has adopted the Merdeka Curriculum. Alur Tujuan Pembelajaran and Modul Ajar are created by the teacher using the Merdeka Curriculum, which is modified to fit the needs of the particular learning unit. Additionally, using the Merdeka Curriculum as a guide, the teacher did an assessment and established a learning cycle.

The objectives, resources, techniques, media, and evaluation of the English teaching process have all been met. The teacher's challenges are that she has little time to plan differentiated instruction based on each student's unique requirements and that she is unable to keep students' interest in the class until the very end.⁸

3. Implementation of Learning Process in the Freedom Curriculum at Senior High School (SMA) 3 Sungai Kakap

The third previous of this research is Implementation of Learning Process in the Freedom Curriculum at Senior High School (SMA) 3 Sungai Kakap by Stella Francisca, Lusiana Marliana Nurani, Cary Chappell. This study use descriptive qualitative method using the case study.

⁸ Arum Ambar Sari, 'The Implementation of Merdeka Curriculum in English Teaching Learning at The Seveth Grade of SMPIT Insan Mulia Surakarta in The Academic Year 2022/2023', 2023.

This study aims to reveal the implementation of the Kurikulum Merdeka [Freedom Curriculum] at the State Senior High School [SMAN] 3 Sungai Kakap which is implemented without completely changing the components of the 2013 Curriculum. The data were collected in the following stages: preresearch, research and post-research.

The results of the research show that SMAN 3 Sungai Kakap only implements the Freedom Curriculum in 10th grade; not in 11th grade and 12th grade. This is because it is still a try-out period. The implementation of the Freedom Curriculum is considered by the school to be simpler than the 2013 curriculum.

The project-based P5 program at SMAN 3 Sungai Kakap is carried out by students on Fridays with exhibitions of practicum learning outcomes. Even though the Freedom Curriculum has just been implemented at SMAN 3 Sungai Kakap, teachers have received more and better information on student achievement. However, it always requires good experience and knowledge from teachers and educators at the school.

The implementation of the Freedom Curriculum at SMAN 3 Sungai Kakap, in addition to the 2013 curriculum, is in the form of a practicum program and teachers' collaboration with each other. In

addition to the learning process, it still covers the components of the 2013 curriculum. In fact, the Freedom Curriculum complements the 2013 curriculum, such as building the character of local wisdom and values, and increasing students potential, interest, and talents that continue to be pursued in the Freedom Curriculum at SMAN 3 Sungai Kakap.⁹

The earlier research and my investigation had certain parallels and discrepancies. The implementation of the Merdeka curriculum in English language learning is a topic covered in both this study and earlier research. While my study used a qualitative descriptive method, some previous studies used qualitative methodologies.

The prior research conducted at Senior High School is where this study differs from earlier research. SMAN 1 Kota Cilegon and SMAN 2 Krakatau Steel Cilegon were the locations of my studies. The implementation of English subjects within the framework of the Merdeka Curriculum at MTsN 3 Ponorogo, the challenges faced by teachers in implementing the curriculum in English teaching at the seventh grade of SMPIT Insan Mulia Surakarta during the academic year 2022/2023, and the implementation of the learning process

⁹ Cary Chappell Stella Prancisca, Lusiana Marlina Nurani, 'Implementation of Learning Process in the Freedom Curriculum at Senior High School (SMA) 3 Sungai Kakap Implementasi Proses Pembelajaran Pada Kurikulum Merdeka Di SMA Negeri 3 Sungai Kakap', *Journal Pendidikan Sosiologi Dan Humaniora*, 14.01 (2023), 167–78 <<https://doi.org/10.26418/j-psh.v14i1.63610>>.

within the Freedom Curriculum have all been discussed in earlier studies. In the meanwhile, I wanted to explain how the two schools' implementations of the Merdeka Curriculum differ, particularly in terms of how English is presented.

H. The Organization of Writing

Chapter I is Introduction. In this chapter, the researcher put some points in including Background of study, Identification of Problem, Scopes and limitation of the research, Research Question, Objective of the study, significances of Study, Previous Study and The Organization of writing.

Chapter II is Theoretical Framework. This chapter consists of some theories from some experts who have conducted the research related to this research.

Chapter III is research Methodology. This chapter consists of Research Method, Place, and Time of Study, Instrument, Population and Sample, and Data Collection and Data Analysis.

CHAPTER IV is Findings and Discussion. This chapter consists of some points including Research Finding and discussion

CHAPTER V is Conclusion and Suggestion. This chapter consists of conclusion and suggestion.