

The Challenges in Teaching Speaking in The Implementation of Merdeka Curriculum

Oleh:
Ella Widiantari,
Vidya Mandarani

Program Studi Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sidoarjo
Juni, 2024

Introduction

- **IDEAL** : The teaching of English in the classroom is strongly influenced by the type of curriculum implemented (Boy Jon et al., 2021).
- **REALITY** : The government has done its best to adapt the curriculum to the needs of globalization. However, the results are not as expected (Damayanti et al., 2022).
- Based on the pre-observation conducted by the author, teachers at Muhammadiyah 1 Taman Vocational School experienced several challenges in implementing the Merdeka curriculum for English language teaching.

Research Question

1. What are the challenges of teaching speaking English in the implementation of the Merdeka curriculum?
2. How does the teacher overcome the challenges of teaching speaking English in the implementation of the Merdeka curriculum?

Methodology

- This research approach uses a qualitative approach. This type of research is descriptive research. This research took place at Muhammadiyah 1 Taman Vocational School and the subject of this research was one of the teachers at Muhammadiyah 1 Taman Vocational School.
- Data collection procedures include observations and interviews. Guidelines for "semi-structured"
- Analysis of research data uses descriptive analysis. In this analysis the data is interpreted descriptively and presented narratively.

Findings and Discussions

1. The challenges faced by teacher in teaching speaking in the implementation of the Merdeka curriculum
 - The needs of students in each class or each department have different needs. Merdeka curriculum makes it easier for teachers to modify and adapt their teaching methods according to students' needs. This follows the definition of the Merdeka curriculum (U. Maulinda, 2022)
 - Some students feel embarrassed, lack self-confidence, and lack mastery of vocabulary when speaking English
 - Challenges when preparing and implementing teaching modules
 - At the Muhammadiyah 1 Taman vocational school there is no language laboratory

Findings and Discussions

2. How To Overcome The Challenges Of Teaching Speaking In The Implementation Of The Merdeka Curriculum

- The teacher needs to motivate their students so that they have the confidence to speak English. The teacher will always try to speak English when learning in class (Kusuma, 2016)
- The teacher stated that material for learning to speak English could be taken from students according to their major
- The teacher uses other laboratories or utilizes infrastructure such as speakers and projectors in each class

Benefits of Research

- The purpose of this research is to describe the challenges or obstacles for teachers in implementing the Merdeka curriculum in teaching speaking English, as well as how the teacher overcome these challenges.
- The benefit of this research is that successful implementation of the Merdeka curriculum can be achieved.

References

- [1] R. Boy Jon, R. Embong, B. Purnama, and A. Safar Wadi, “The Challenges of English Language Teaching in Indonesia,” *Int. J. English Appl. Linguist.*, vol. 1, no. 3, pp. 158–168, 2021, doi: 10.47709/ijeal.v1i3.1157.
- [2] A. D. Damayanti, A. N. Jannah, and N. Agustin, “Implementasi Kurikulum Merdeka Dalam Pembelajaran Bahasa Indonesia Di Smp Muhammadiyah 19 Sawangan,” *Pros. Samasta*, p. 29, 2022
- [3] U. Maulinda, “Pengembangan Modul Ajar Berbasis Kurikulum Merdeka,” *Tarbawi*, vol. 5, no. 2, pp. 130–138, 2022.
- [4] I. P. I. Kusuma and L. D. S. Adnyani, “Motivasi Dan Sikap Bahasa Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha,” *JPI (Jurnal Pendidik. Indones.*, vol. 5, no. 1, p. 12, 2016, doi: 10.23887/jpi-undiksha.v5i1.8290.

