

INTERVIEW QUESTION

The Challenge in Teaching Speaking in The Implementation of Merdeka Curriculum

Research Question	Challenges of Teaching English	Question Item	Answer
1. What are the challenges faced by the teacher at Muhammadiyah 1 Taman Vocational School during the implementation of the Merdeka curriculum in the process of teaching English speaking?	Student-related difficulties	<ol style="list-style-type: none"> 1. How do you think the Merdeka curriculum affects students' ability to speak English? 2. What obstacles or difficulties do students often face when learning English speaking according to your experience? 	<ol style="list-style-type: none"> 1. The teacher believes that the Merdeka curriculum influences students' English-speaking abilities. Because with this curriculum, teachers can adapt to students' needs. 2. Some students feel embarrassed and lack confidence when speaking English.
	Teacher-related difficulties	<ol style="list-style-type: none"> 1. What are the main challenges you face in preparing teaching modules for learning English speaking with the Merdeka curriculum? 2. What are the main challenges you face when implementing the teaching modules that have been prepared for learning English speaking? 	<ol style="list-style-type: none"> 1. The teacher stated that the challenge in preparing teaching modules is that each learning achievement has a different teaching module so it takes quite a long time to prepare the teaching module. 2. Students feel embarrassed and lack self-confidence, are often less active and even silent during the learning process. Not only that, teachers also said that their students lacked vocabulary so they had difficulty practicing speaking English.
	Institutional difficulties	<ol style="list-style-type: none"> 1. How do you see support from institutions or schools in implementing the Merdeka curriculum, especially in learning to speak English? 2. Are there resource constraints or school policies that affect the teaching of speaking skills with the Merdeka curriculum? 	<ol style="list-style-type: none"> 1. The school supports the implementation of the Merdeka curriculum in speaking learning by providing several supporting facilities such as WiFi, projectors and LCDs in each class 2. The school does not yet have a language laboratory.

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2. How does the teacher at Muhammadiyah 1 Taman Vocational School overcome the challenges faced during the implementation of the Merdeka Curriculum in teaching English-speaking?	Student-related difficulties	1. How do you overcome students' obstacles or difficulties when learning to speak English?	1. The teacher will always try to speak English when learning in class. If it is felt that the students do not understand what the teacher is saying, the teacher will repeat it in Indonesian. This method is believed to be able to improve vocabulary and motivate students to be more confident when speaking English.
	Teacher-related difficulties	1. How do you overcome the challenges you face in preparing the English-speaking learning teaching module with the Merdeka curriculum? 2. How do you overcome the challenges you face when implementing the teaching modules that have been prepared for learning to speak English?	1. The teacher stated that material for learning to speak English could be taken from students according to their major. 2. When implementing the prepared speaking learning module, the teacher needs to motivate their students so that they have the confidence to speak English.
	Institutional difficulties	1. How do you overcome resource constraints or school policies that affect the teaching of speaking skills with the Merdeka curriculum?	1. The teacher stated that the solution to the unavailability of a language laboratory was to use another laboratory for the learning process

OBSERVATION CHECKLIST

No	Observed Aspects	Checklist	Note
1	The teacher plans and prepares learning to speak English according to the Merdeka curriculum (creating teaching modules)	✓	The teacher prepares teaching modules as a guide in teaching so that learning has clear goals or achievements.
2	The teacher chooses learning materials and resources that are appropriate for learning to speak English	✓	The teachers adapt learning materials or resources to students' needs. For example; When teaching engineering and networking classes, the teacher chooses themes appropriate to their major as material for each student's presentation assignment.
3	The teacher can overcome distractions or obstacles in preparing teaching modules for learning to speak English	✓	The teacher needs a long time to prepare teaching modules because each learning achievement has a different teaching module. However, this can be overcome by taking learning materials from students according to their major.
4	There are variations in the teaching strategies used by teacher to improve students' speaking skills	✓	The teacher doesn't only use books as a strategy for teaching speaking. The teacher also uses available media or facilities to improve students' speaking skills.
5	The teacher facilitates learning activities that actively involve students in speaking English	✓	When teaching, as much as possible the teacher uses English and provides or prepares other teaching resources besides books, such as; YouTube videos, songs, or films in English. This is a form of teacher's effort to get students to involve themselves in speaking English.
6	Students are actively involved in learning to speak English	✓	Some students are actively involved in learning. However, others still feel embarrassed or lack confidence in speaking English so they are less actively involved in the learning process.
7	The teacher can overcome challenges or obstacles in implementing the Merdeka curriculum in learning to speak English	✓	The teacher analyze the conditions and needs of students' faces in order to be able to overcome challenges or obstacles in learning to speak.
8	The learning environment supports the development of speaking skills, for example through the use of technology or other resources	✓	As much as possible, teachers utilize existing technology or facilities to support students' speaking skills. Such as using laboratories, WiFi, YouTube, and so on.