

CHAPTER I

INTRODUCTION

A. Background of the Study

In the modern era, English is crucial to every part of life, especially education. Many nations around the world use English as their primary language of interaction and comprehension. In addition, English is the language of use for scientific publications or research in various fields, especially in the technical and medical fields. English is also used as a conference language in political and scientific forums (Khasawneh, 2022). Many people are starting to realize the significance of English and are starting to improve their English abilities in order to meet the requirements for using English in the workplace, going abroad, studying abroad, etc.

English is a universal language that enables us to communicate with people from different cultures in the current era of globalization, it is impossible to deny that it has a significant impact on our lives. Having professional English proficiency can offer many job opportunities. This is because many multinational firms and global organizations seek employees who speak proficient English. Therefore, having a working knowledge of English can help our careers. English is a common language of instruction in colleges all around the world. English has become more important in education as universities around the world often use English as the language of communication and learning (Khamidovna, 2022). This capability is especially important for those of us who want to access

international educational resources or pursue a degree abroad. Many high-quality resources and research are written in English. We can access a lot of useful information as a result of being able to read and understand English. English helps us understand and appreciate popular culture from around the world. Books, music, films, and other entertainment are often released in English, which gives us the opportunity to engage in global culture and explore works of art that have had an impact on the world. Overall, English provides us with many wonderful opportunities, knowledge and experiences.

But, for most people who are not native speakers think of English as a difficult language so they also have difficulty communicating with English. Many of them just learn the language's grammar, without learning how to utilize it for everyday communication. Additionally, errors happen in many Indonesian educational institutions, which frequently employ traditional approaches to teaching and presenting materials for students studying English. The teacher gives more attention to the provision of grammar material in English learning to be teacher-centered and not student-centered. There are many people that learn English because it is an internationally recognized language. However, in learning English in Indonesia, there are still many shortcomings, both in terms of learning methods and ways of learning so a change is needed in learning English to get maximum results.

Teaching is described as a collaborative learning process between teachers and students (Helda, 2022). Teaching also is the process of understanding knowledge, skills, and values to students. Teachers are responsible for creating and facilitating learning environments enable students to achieve their educational goals. One of the most crucial components lesson is a teacher who is knowledgeable and creative because they enable students to interact and bring the class to life (Octavia et al., 2023). Teachers are responsible for planning and preparing lessons and instructional materials that align with the curriculum and the needs of their students. This involves creating lesson plans, developing learning objectives, selecting appropriate teaching strategies, and gathering the necessary resources. This is consistent with the perspective of (Rohiyatussakinah, 2020) that teachers should have the ability to import their own syllabus and assessment to the circumstances of their school and region. Teachers are also responsible for managing the classroom, including maintaining a positive and safe learning environment, establishing routines and expectations, and addressing disruptive behavior as needed. Teachers must deliver instruction in a way that engages students and promotes learning. This can involve a variety of different teaching strategies, such as lectures, discussions, group work, and hands-on activities. A teacher must be able to successfully control his class in order to be regarded as effective. Classroom management is the ability of a teacher to create and maintain a conducive and acceptable classroom

environment for students with the aim of achieving effective and efficient educational goals (Nahampun et al., 2023). Teachers are responsible for assessing student learning and evaluating their progress. Applying questions and consistently motivating students to think creatively about the questions is the most efficient and innovative teaching methods (Furkatovna, 2022). This can involve administering tests and quizzes, grading assignments, providing feedback to students, and making decisions about student advancement. Teachers must continually develop their skills and knowledge through ongoing professional development, such as attending workshops, conferences, and training sessions. Effective teaching requires a combination of technical knowledge, practical skills, and personal qualities such as empathy, patience, and adaptability. Teachers who are able to create positive and engaging learning environments, foster strong relationships with their students, and support the development of information and skills are crucial to the success of education.

The curriculum is a crucial component of the educational process, includes a plan for achieving effective learning objectives. According to Article 1 of Law No. 20 of 2003, "Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for the implementation of learning activities to achieve specific educational goals." Manalu et al., (2022) states that the curriculum is a lesson design, teaching materials, and learning experiences

that have been programmed in advance. The curriculum is related to the preparation and implementation of education in the classroom, school, region, and national (Hayati et al., 2022). The current curriculum emphasizes basic concepts and building the character of students and competency, necessitating the creation of textbooks and instructional materials to meet the varied needs of teachers. Over time, government continues to make changes in the field of education, especially related to curriculum issues. This curriculum change requires teachers to make changes in their teaching practices. Teachers must employ effective teaching resources, techniques, and methods in the learning environment if the national curriculum design is to change. English use must be described and evaluated in connection to the context in which it is used in the teaching of English content. This is consistent with the goals of Merdeka Curriculum, which requires teachers to create their own lesson plans and then adapt those materials to the requirements of their students.

The Indonesian Ministry of Education and Culture introduced Merdeka Curriculum as a new educational system in 2021. Merdeka Curriculum is a shift in events and the implementation of crisis education programs created in response to the impact of the Covid-19 pandemic (Pratikno et al., 2022). Merdeka Curriculum is an approach for curriculum development that has been transformed into a more adaptable curriculum that emphasizes more importance on fundamental subjects and the improvement of students' character and competencies (Damayanti &

Muhroji, 2022). Merdeka curriculum aims to promote independent and active learning among students, with the goal of creating individuals who are competent, creative, and adaptable to changes in the 21st century. Students are given the opportunity to develop their own interests and choose the learning path that best matches their interests and talents. In addition, the curriculum emphasizes project-based learning, where students engage in real-world work, field exploration, and in-depth research. As a result, they not only acquire theoretical knowledge but also practical skills that will help them face future challenges. Teachers are expected to adopt new teaching methods that place an emphasis on student-centered and inquiry-based learning as part of the Merdeka Curriculum implementation. Teachers now need to be more creative, flexible, and adaptive in their approach to teaching. Teachers should also play a role in building the character of students who are innovative, critical, collaborative, and skilled in communicating (Indarta et al., 2022). Therefore, teachers in Merdeka Curriculum serve as companions who support students' independence and overall growth in learning and life, as well as help them acquire skills appropriate to the era of the 21st century.

Research conducted by Jessie S. Barrot et al from National University Philippines in 2022 conducted research related to English Language Teaching (ELT) in the Philippines. This study used quantitative methods. The results show that the absence of an established English Language Teaching (ELT) research agenda, implications for English

language education, teacher education, and future directions for English Language Teaching (ELT) research in the Philippines is the main cause of the absence of direction and unable development of English Language Teaching (ELT) research areas in the nation.

Furthermore, research was conducted by Mohammad Mosiur Rahman et al. in 2019 investigated English in Bangladesh. The focus of this research is English language education policy, factors influencing the implementation of English language teaching in Bangladesh, curriculum, methods, materials, and public exam participants. Research also covers implicit policies for planning policies, curriculum and materials development, public exam takers, the future of English, and teacher training programs. This research explores implicit policies in Bangladesh by considering the overall growth of English Language Teaching (ELT). This research's implementation of suitable monitoring and supervision for aspiring teachers in training programs stems from a number of issues pertaining to education in Bangladesh. Alternatively, increasing local training capacity is a sustainable approach that offers school-based training to teachers through local training centers.

The aimed of research on the implementation of Merdeka Curriculum in English language learning are to find out more about the use of Merdeka Curriculum at SMAN 1 Godong in English learning. This research also tries to identify what problems teachers face in implementing of Merdeka curriculum at SMAN 1 Godong. The aimed of this research

can be used to support the continued implementation of Merdeka Curriculum. This research can help teachers learn how to engage students in active, independent learning and how to provide them with the tools and resources needed to succeed in their education by identifying the problems teachers face.

B. Problem Statements

1. How are the implementation of Merdeka curriculum in English teaching at SMAN 1 Godong?
2. What are the problems encountered by teachers in the implementation of Merdeka curriculum at SMAN 1 Godong?

C. Objectives of the Study

1. To explain the implementation of Merdeka curriculum in English teaching at SMAN 1 Godong.
2. To find out the problems encountered by teachers in the implementation of Merdeka curriculum at SMAN 1 Godong.

D. Benefits of the Study

The results of this research are expected to provide benefits as:

1. Theoretically

The results of this research are expected to add to scientific treasures, especially regarding the implementation of Merdeka Curriculum in English language teaching as an effort to improve understanding and

teaching practice and can be used to find out teacher constraints in implementing of Merdeka Curriculum.

2. Practically

Practically, the benefits of the study are follows:

a. For English Teachers

This research is expected to provide an overview of how English teachers use Merdeka Curriculum. In addition, it can be used to drive teacher professionalism and increased experience that can be used to develop knowledge and ability to organize learning activities.

b. For School Principal

This research is anticipated to offer details, an assessment of the planning stages and implementing learning in accordance with Merdeka Curriculum.

c. For Future Researcher

This research is expected to be useful for other academics to investigate different curriculum theories and evaluate their application and become a more relevant reference in the future.

d. For the Researcher

This research is planned to be employed in improving comprehension and direct experience from this research, so that researchers can add knowledge.

E. Limitations of the Study

The limitation in this study is the implementation of Merdeka curriculum in teaching English at SMAN 1 Godong. The data collection and observation period took place during May and June of 2023. The subjects of this study were three English teachers who had received training in the Merdeka Curriculum and of the three teachers, only one had just implemented it in class. This research focuses on how Merdeka curriculum used for English language teaching and teacher problems in implementing Merdeka curriculum at SMAN 1 Godong.