

# CHAPTER I

## INTRODUCTION

The researcher presents introduction that consist of research context, research focus, research objective, significance of the study, definition of keyterms, and previous study.

### A. Research Context

English teaching learning in the previous curriculum, namely *Kurikulum 2013* (K13), taught students more with theories. Usually the teachers will apply the teacher center in the classroom. At the beginning of the class, the teacher will explain a theory of the material first. Based on interview when the researcher did pre survey with the English teacher of Barurambat Kota 5, Mrs. Khoir, on Saturday 15 April 2023, at her house, if in 4<sup>th</sup> grade of elementary school, the teacher will write down some vocabulary to students, after that students are asked to reread as exemplified by the teacher, then the teacher will give assignment or task. In K 13, teaching learning will generally take place like this, not vary.<sup>1</sup>

Based on interview with the English teacher of Barurambat Kota 5, Mrs. Chairiyah, teaching learning in the current curriculum, the *Merdeka* curriculum, students are more focus on making projects or handmade products. The teaching learning in here, namely Project-Based Learning. The teacher gives less explanation about the material and students will be asked to develop the material independently by giving assignments in the

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<sup>1</sup> Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 15<sup>th</sup> April 2023 at 10.00 a.m.

form of project. In the *Merdeka* curriculum the learning given to students is more varied and interesting than the 2013 curriculum.<sup>2</sup>

Based on the pre-interview with the principal of SDN Barurambat Kota 5, Mr. Abdurrahman Saleh, the *Merdeka* curriculum in SDN BARURAMBAT KOTA 5 has been started since last year, in 2022. Because it has just been implemented, the implementation of the *Merdeka* curriculum in the field of English is still not stable. There are still many things that must be prepared, especially the learning method. In addition, the difficulties faced by English teachers are a particular challenge in teaching, especially at the school level, which is the transition of children from kindergarten to higher level.<sup>3</sup>

Indonesia itself has set various curriculum from year to year. The first curriculum in Indonesia is the 1947 curriculum, namely the *Rentjana Pembelajaran 1947* and the curriculum used today is the *Merdeka Curriculum*” which was launched in February 2022.<sup>4</sup> The *Merdeka* curriculum was created by the Ministry of Education and Culture of the Republic of Indonesia and immediately received various responses from educators throughout the school. By implementing *Merdeka* curriculum, the government expects educators to be able to develop students' basic

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<sup>2</sup>Rahmad Hidayat, “Strategi Penyusunan Perangkat Pembelajaran Mata Pelajaran Bahasa Inggris Melalui Peta Konsep Dalam Kurikulum Merdeka, *Kanigara: Jurnal Pengabdian Kepada Masyarakat*, Vol. II, No. 2, 2022, page., 355.

<sup>3</sup> Direct Interview with Mr. Abdurrahman Saleh, *As The Principal of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Thursday, 23<sup>th</sup> January 2023 at 08.45 a.m.

<sup>4</sup>Rendika Vhalery, Albertus Maria, Setyastanto, Ari Wahyu L, “Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur”, *Research and Development Journal of Education*, Vol. 8, No. 1, April 2022, page., 186.

competencies and focus on developing the character of the Pancasila learning profile.

Mulyasa states that *Merdeka* Learning can be interpreted as an active and fun learning situation. Students can be free choose to learn from various learning sources and be free from pressure.<sup>5</sup> Therefore, educators must create learning situations that make students comfortable in learning, especially in learning English. In fact, the phenomenon in the field is not much different from what the government expects. In the independent curriculum, the Central Government determines (1) student profiles Pancasila, (2) Learning Outcomes, (3) curriculum structure, and (4) learning principles and assessment as a curriculum that is expected to be implemented in the unit education and in the classroom.<sup>6</sup>

Based on interview with the headmaster, on Thursday 23 January 2023, at BARURAMBAT KOTA 5 school, he said that English learning in the *Merdeka* curriculum is very different from the previous curricula. Students are required to further develop their creativity in English. In addition, when viewed from the Student Work Sheet book, the preparation of material and assessment is quite different. The way the teacher learns in the classroom is also different, namely the question and answer method by adding score to students.<sup>7</sup>

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<sup>5</sup>Mulyasa, *Menjadi Guru Penggerak Merdeka Belajar*, (Jakarta: PT Bumi Aksara, 2021), page., 13

<sup>6</sup>Rahmad Hidayat, "Strategi Penyusunan Perangkat Pembelajaran Mata Pelajaran Bahasa Inggris Melalui Peta Konsep Dalam Kurikulum Merdeka, *Kanigara: Jurnal Pengabdian Kepada Masyarakat*, Vol. II, No. 2, 2022, page., 355.

<sup>7</sup> Direct Interview with Mr. Abdurahman Saleh, *As The Principal of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Thursday, 23<sup>th</sup> January 2023 at 08.45 a.m.

Based on the explanation, the researcher would like to analyze and find out about how far the implementation of the *Merdeka* curriculum and its impact on students' learning outcomes in SDN BARURAMBAT KOTA 5. By knowing this phenomenon, the researcher is interested in doing a research about **“The Analysis on the English Language Subject Learning Outcomes in *Merdeka* Curriculum at IV Grade Students of SDN BARURAMBAT KOTA 5 PAMEKASAN”**.

## **B. Research Focus**

Problems are one of the phenomena that happen in the world. Especially in education, that makes our research to find solutions to solve it, one of the ways is research problem. The problem investigated is stated as follows:

1. How is the English language subject learning outcomes in *Merdeka* curriculum at IV grade students of SDN BARURAMBAT KOTA 5 PAMEKASAN?
2. How is the implementation of *Merdeka* curriculum in English teaching learning at IV grade students of SDN BARURAMBAT KOTA 5 PAMEKASAN?
3. What is the role of the teacher in the *Merdeka* curriculum at IV grade students of SDN BARURAMBAT KOTA 5 PAMEKASAN?

## **C. Research Objective**

Research aims to solve problems. Therefore, this section contains a description of what objectives to be achieved in the research. Its content is

closely related to the research problems that have been formulated.<sup>8</sup> The function of the giving research objective is to know problem solving in research. That would be the answer to the question of research problems. Based on the research problems above, the researcher can determine the research objective of the study namely :

4. To analyze the English language subject learning outcomes in *Merdeka* curriculum at IV grade students of SDN BARURAMBAT KOTA 5 PAMEKASAN.
5. To analyze the implementation of *Merdeka* curriculum in English teaching learning at IV grade students of SDN BARURAMBAT KOTA 5 PAMEKASAN.
6. To analyze the role of the teacher in the *Merdeka* curriculum at IV grade students of SDN BARURAMBAT KOTA 5 PAMEKASAN.

#### **D. Significance of The study**

The Significance of the study states the implications of the findings for educational practice and theory.<sup>9</sup> This study has two significances. Those are theoretically and practically. The writer will explain the significance of the study as below:

##### 7. Theoretical Significance

The results of this study are expected to be able to gain new understanding about the English teaching learning in *Merdeka*

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<sup>8</sup>Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiah, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), page., 38.

<sup>9</sup>Donald Ary Dkk., *Introduction To Research In Education*, 8th Ed (Belmont, Ca: Wadsworth, 2010), 258.

curriculum and students' learning outcomes in English language subject of Elementary school.

#### 8. Practical Significance

##### a. For an English teacher

The results of this study are expected to provide additional sources for teachers in carrying out English teaching learning and how the students' learning outcomes, and also what should be the role of the teacher, as well as the teacher difficulties in implementing English teaching learning in the *Merdeka* curriculum.

##### b. For the next researcher

The study is expected to be used as a reference for those who want to conduct research in analyzing the students' learning outcomes, especially through *Merdeka* curriculum and the next curriculum.

##### c. For school

The study is expected to provide a meaningful contribution to schools by analyzing the students' learning outcomes through *Merdeka* curriculum, its students' achievement, and also the absorption of Elementary school students in English language subject. This study can be used as a reference for this school and it is hoped that this school can become a reference for other schools.

d. For IAIN MADURA

This study is expected to be reference that used by students in conducting the research and also to be useful as additional in IAIN MADURA's library.

**E. Definition of Key Term**

1. Learning outcomes can be a reference for teacher to improving and enhancing students' abilities in the classroom. In *Merdeka* curriculum, learning outcomes can be divided into some elemen in each phase. Especially in Elementary school, there are some elements in Phase A (1<sup>st</sup> and 2<sup>nd</sup> grade), Phase B (3<sup>rd</sup> and 4<sup>th</sup> grade), and Phase C (5<sup>th</sup> and 6<sup>th</sup> grade).
2. *Merdeka* curriculum is a new curriculum that was launched by Minister of Education and Culture, Nadiem Makarim. *Merdeka* curriculum was launched in the form of a learning design that provides opportunities for students to learn without pressure according to their potential, while also focusing more on developing the freedom to think innovatively and creatively.<sup>10</sup>
3. English language subject is a subject that learn the study and ways of delivering language both in daily activities and formal activities based on American and British culture for students. In that subject, there are techniques how to teach English by teacher and provides activities for students.

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<sup>10</sup>Rahma Nur Laila, dkk, "Implementation of Pancasila Student Profile in the Merdeka Curriculum For Highschool in Sragen Regency", *Al Hikmah: Journal of Education*, Vol. 3, No. 1.

## F. Previous Study

Previous study are needed to support the research. Because previous research provides an overview of the problem being researched. Therefore, the researcher put several previous study related to research “The Analysis on the English Language Subject Learning Outcomes in *Merdeka* Curriculum at IV Grade Students of BARURAMBAT KOTA 5 PAMEKASAN”.

The first research in the previous research was conducted by Hesti Ariestina, namely. “A Critical Content Analysis On Indonesian Language Subject Learning Outcomes Of *Merdeka* Curriculum”. The similarity of this research is that both analyze about students learning outcomes of *Merdeka* curriculum, and the difference between the previous study and the present study is in the previous study, the researcher analyze the students leaning outcomes in Indonesian language subject. The result of the previous study are that the learning achievement (CP) in the Indonesian language subject is divided into three phases. Phase A is for grades 1 and 2 Elementary school, phase B is for grades 3 and 4 Elementary school, phase C is for grades 5 and 6 Elementary school. Learning outcomes include language skills, communicating and reasoning, understanding informative texts, mastering new vocabulary, and writing sructured texts. Whereas in the present study, the researcher will analyze



the students learning outcomes and the implementation of English language subject in *Merdeka* curriculum.<sup>11</sup>

The second research in the previous research was conducted by Sri Satriani, namely “Implementation of the *Merdeka* Belajar Curriculum through the Application of Project-Based Learning Models to Improve Student Learning Outcomes in Mathematics Learning”. The similarity of this research is that both analyze about *Merdeka* curriculum implementation and student learning outcomes, and the difference between the previous study and the present study is in the previous study, the researcher conducted the study that aims to improve student learning outcomes in Mathematics learning through project Based Learning Models. The data analysis technique used qualitative and quantitative and the types of research is classroom action research with data collection carried out through observations and tests. The result of the previous study showed that the application of the project-based learning model could improve student learning outcomes in learning Mathematics. Whereas in the present study, the researcher will focus on students learning outcomes and the implementation of English teaching learning throughout *Merdeka* curriculum on the Elementary stage. The researcher will analyze the student’s outcomes in writing, listening, and reading skills. In this study, the researcher use qualitative research to analyze the data.<sup>12</sup>

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<sup>11</sup>Hesti Ariestina, Haryanto, “A Critical Content Analysis on Indonesian Language Subject Learning Outcomes of *Merdeka* Curriculum”, *Annual International Conference on Islamic for Students*, 2022.

<sup>12</sup>Sri Satriani, dkk, “Implementation of the *Merdeka* Belajar Curriculum through the Application of Project-Based Learning Models to Improve Student Learning Outcomes in Mathematics Learning”, *Journal Matematika dan Pembelajaran*, Vol. 10, No. 2, 2022, page 334-337.