

CHAPTER IV

RESULT AND DISCUSSION OF THE RESARCH

The chapter specially deals with the result findings and discussion of the data obtained from the analysis on the English language subject learning outcomes in *Merdeka* curriculum. Then it deals with some theories before. This chapter also deals with some interview based on qualitative research of this study, such as interview, observation, and documentation.

These data answer of three research problems : How is the implementation of *Merdeka* curriculum in English teaching learning at IV grade students of SDN Barurambat Kota 5 Pamekasan, How is the English language subject learning outcomes in *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan, and What is the role of the teacher in implementing English teaching learning in the *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan.

A. The Result of Research

The researcher explain about the research result of the analysis on the English language subject learning outcomes in *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan that are expected to be able to gain new understanding about the students' learning outcomes in English language subject of Elementary school also the implementation of English teaching learning in *Merdeka* curriculum.

In this part, the researcher describes the research discovery which is gotten in research field either of observation result, interview result, and documentation. The result and discussion include the students' learning outcomes in English language subject, the implementation of *Merdeka* curriculum, and the role of the teacher in English teaching learning process at IV grade students of SDN Barurambat Kota 5 Pamekasan.

1. English language subject learning outcomes in *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan.

Four-graders of Elementary School is included in phase B in the learning outcomes of *Merdeka* curriculum. In the observation that researcher conducted at school, the teacher referred to the *Merdeka* curriculum module with the theme "There are 67 English Books". In this module, there are two elements that become learning outcomes, namely reading-reviewng and writing-presenting.

a. Reading-Reviewing Elements

To fullfill this learning achievement, in the whilst teaching "Look and Say" and "Look and Answer" students are asked to imitate the teacher's pronunciation of numbers in English and then memorize them. Then through media of Power Point slide, students are randomly asked to translate the numbers ilustrated on the slide. In this case, it can be seen that some of the students in grade IV (A) are able to answer the questions given by the teacher. However, it cannot be dinied that there are a small number of students who cannot answer and say the numbers correctly. In this case, the teacher has her own

strategy, that is, by asking again the students who do not understand and if they still do not understand yet the teacher will ask again and so on like that until the students understand.

In the activity “Look and Match” students are asked to match the numbers with the appropriate pictures. In this activity, it can be seen that students are able to complete the questions on the book, of course with the guidance of the teacher.



“Look and Match” (Reading-Reviewing elements)

From this result, it is suitable with the theory about reading-reviewing at *Merdeka* curriculum, that is, at the end of phase B, students are understand everyday vocabulary using pictures/illustrations. They read and respon to a variety of short, simple, and familiar texts in print or digital form. Including visual, multimodal, or interactive texts.¹

b. Writing-Presenting Elements

The second elements in learning outcomes at *Merdeka* curriculum is writing-presenting, it can be seen that the teacher do not use this

¹ The Decree of The Head of The Standard, Curriculum, and Educational Assessments Agency of the Ministry of Education, Culture, Research, and Technology concerning Learning Achievements, (Jakarta: Februari, 2022), page 155.

elements in both two meetings of module, so the researcher cannot conclude the result from the observations. However, based on the result of interview with the English teacher, Mrs. Chairiyah about how is the learning outcomes in writing-presenting elements in *Merdeka* curriculum, she said:

“in the *Merdeka* curriculum, the teacher explained the material a little. And students are immediately given the assignments, which means students have to learn independently. The tasks given are also usually in the form of discussion, projects, and in groups.”²

As for she added about kind of assessments that used in *Merdeka* curriculum, she said:

“In my teaching learning process, the assessments that I use for reading is usually I tell students to look for English magazine and then bring them to class and read it in turn. For writing assessment, I usually use song as media. I wrote the lyrics on the whiteboard and then the students were asked to rewrite it on their notebooks. As for the speaking, I used daily conversation that can be found in students’ handbook. Two or three students will perform in front of the class. As for listening, I usually tell stories in English, then students are asked to write what they hear.”³

So, based on the result, it can be seen that the activities in the field does not suitable with the theory about writing-presenting in students’ learning outcomes at *Merdeka* curriculum, that is, in phase B, students communicate their ideas and experiences through drawings and writing. With teacher support, children can create simple descriptions and processes using simple words/phrases and images. They use new spellings to write simple vocabulary related to their classroom and home environment.⁴

² Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 10th May 2023 at 11.20 a.m.

³ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 8th May 2023 at 09.18 a.m.

⁴ The Decree of The Head of The Standard, Curriculum, and Educational Assessments Agency of the Ministry of Education, Culture, Research, and Technology concerning Learning Achievements, (Jakarta: Februari, 2022), page 155.

2. The implementation of *Merdeka* curriculum in English teaching learning at IV grade students of SDN Barurambat Kota 5 Pamekasan.

To obtain the data related to the implementation of *Merdeka* curriculum in English teaching learning, the researcher conducted an observation in the English learning process in the fourth (A) grade at SDN Barurambat Kota 5 Pamekasan.

Before it the researcher conducted an interview with the headmaster of SDN Barurambat Kota 5 Pamekasan, Mr. Abdurrahman Saleh, regarding the implementation of *Merdeka* curriculum, the headmaster said:

“We just implemented the *Merdeka* curriculum last year. And the classes that have implemented the *Merdeka* curriculum are only 1st grade and 4th grade, it means that the other classes are still using the old curriculum, *Kurikulum 2013*”⁵

The headmaster also said that:

“I think the *Merdeka* curriculum is quite different from the previous curriculum. In the *Merdeka* curriculum, students are encourage to study more independently, be more creative, and be guided by project assignments even though they are still in Elementary School. The students handbook is also quite different and the assessment is also more complex.”⁶

Beside the researcher did interview with the Headmaster, the researcher also did interview with an English teacher at SDN Barurambat Kota 5 Pamekasan, Mrs. Chairiyah, about how is the differences between the implementation of the previous curriculum, namely *Kurikulum 2013*, and the current curriculum, *Merdeka* curriculum, she said:

“English teaching learning in *Kurikulum 2013*, the teacher explains more theory, pay attention to students’ understanding. In that curriculum, the learning process is that the teacher first explains the material, then students are given the

⁵ Direct Interview with Mr. Abdurrahman Saleh, *As The Headmaster of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 15th April 2023 at 10.00 a.m.

⁶ Direct Interview with Mr. Abdurrahman Saleh, *As The Headmaster of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 15th April 2023 at 10.00 a.m.

assignments. While in the *Merdeka* curriculum, the teacher explains the material a little. Students are immediately given the assignments, which means students have to learn independently. The task given are also usually in the form of discussion, projects, and in groups.”⁷

Based on the research, the researcher observed in the school two times. According to module, the teacher divided the elements into two meetings of English lesson. The researcher entered the classroom as observer only without doing anything to manage the students like what the teacher does during the teaching and learning process. The teacher whose name is Chairiyah, M.Pd. She was a controller and the students of the fourth grade did the activity in the classroom following the teacher’s instruction.

a. The First Meeting of English Class

The first meeting was conducted in the morning 10th May 2023. It was started at 10.00 o’clock until 11.45. In the pre-teaching, the teacher begins with salam and pray. The teacher and the students greet each other in English by saying “Good morning” and the teacher ask about the condition of students while do the attendance list. After checking the student’s presence, the teacher do warming up by singing “Good Morning” song together before start the lesson.

In the whilst teaching, the teacher use “Look and Say” activity. Based on the module, the first activity is the students are asked to look at the picture on page 15, but the teacher did not do it at that time. The second activity is the students imitate the teacher’s pronunciation of the numbers 1 to 50. In here, the teacher uses Power Point slide as a

⁷ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 8th May 2023 at 09.17 a.m.

media. After that, the teacher asks students to read and answer the numbers on the slide. If there are some students who does not understand well, the teacher will guide them in the class.



The teaching and learning process os substraction and addition

In this case, the teacher also adds her opinion about the lack of stability in implementing *Merdeka* curriculum in IV A class, she said:

“In 4th grade itself, the *Merdeka* curriculum has just implemented last year, so the implementation is still unstable, it means that there are still many things that need to be improved.”⁸

The next activity is “Look and Answer”. Initially, the teacher explains the use of addition and subtraction on the slide. And then the students are invited to use addition and subtraction together. After that, the teacher asks the students to open the book on page 15 individually. When the students have finished their task, they submit the task to the teacher. After that, the teacher invites students to play a game, namely guessing game with flashcard media. The teacher gives the brief example about how to do the game. Without dividing them

⁸ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 8th May 2023 at 09.18 a.m.

into the groups, the students in turn asking and answering the number that appeared on the flashcard.

After playing game together, in the post teaching the students are asked to say all the numbers that have been learned correctly. Then, the teacher ask a student to lead a prayer to close learning process. At the end of the lesson, the students leave taking and thanking to the teacher by saying “Goodbye” and “Thank You”.

b. The Second Meeting of English Class

The second meeting was conducted in the morning 17th May 2023. It was strated at 10.00 o’clock untill 11.45. same like the first teaching, in the pre-teaching, the teacher begins with salam and pray. The teacher and the students great ecah other in English by saying “Good morning” and the teacher ask about the condition of students while do the attendance list. After checking the student’s presence, the teacher do warming up by singing “Good Morning” song together before start the lesson.

In whilst teaching, the teacher uses “Look and Match” activity. The teacher asks the students to memorize the numbers again in the last meeting. And then, the students say the number that showed by the teacher on the Power Point slide. After all the students are guided to say the numbers, based on the module the teacher asks the students to asnwer the questions on their book page 17.



The teaching and learning process “Look and Match” activity

In the second activity, the teacher uses “Look and Write” elements. In the module, the students are asked to observe the picture on page 15. After that the students are asked to write a paragraph using the data obtained in the table. Unfortunately, the teacher skips this activity and do the guessing game again.

By th end of the class, the students are asked to say all the numbers that have been learned correctly. Students get a turn to lead a prayer to close the learning process. And the students do not forget to leave taking and thanking the teacher by saying “Good Bye” and “Thank You”.

In the interview section with an English teacher, Mrs. Chairiyah also added about the teaching learning conducted by her, she said:

“In my own learning process, I often invite students to study outside the classroom. They immediately know something from its source, so students will not get bored. I myself honestly prefer to teach using this curriculum because the learning process is better and more effective.”⁹

⁹ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 8th May 2023 at 09.18 a.m.

3. The role of the teacher in implementing English teaching learning in *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan.

Based on the observation results, the teacher still plays a very important role in increasing student competency. In the classroom, the teacher plays many roles. Among them as friends, as parents, and also as counsellors.

a. Teacher as A Friend

In her role as a friend, here the teacher will behave casually as a friend and not be too formal in communication. When this is implemented, it looks like the students are very happy and do not hesitate to ask their teacher. They will be more relaxed in learning and answering questions. For example, when the teacher asks students to translate mathematic sentences into English, there are students who cannot answer. However, the student is not afraid and is free to ask what he does not know. Likewise the teacher does not feel angry and happy to teach again until the student understand.

Based on the result, it is suitable with the theory about the role of teacher as a friend in Zainal Asril's book, that is, teacher can be a friend in the classroom as being a place to complain and express the feelings of the students.¹⁰

After the observation, I have done interview with the English teacher, Mrs. Chairiyah about the role of teacher as a friend, she said:

¹⁰ Zainal Asril, *Micro Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Press, 2010), page 9-13.

“Yes, absolutely. I always being a friend in the classroom with my students. As you know that there are some students who stiiil do not understand about how to read even in their first language. So, I as a teacher I make sure that they will not left behind the other students. I will guide them as their friend just like to be friendly to them as much as I can”¹¹

b. Teacher as A Parents

In its role as a parent, the teacher will take on the role of the second parent in the class. Like a parent who always reminds his child of what is good and bad for his child, here the teacher will take that role. If at home the child will be looked after by their parents then if at school the teacher will be responsible for them. In the result of observations, the researcher found the fact that an English teacher tried to carry out effective, meaningful, and quality classess. She also tries to create fun and exciting classess to take part in so that students feel enjoy, not bored, and active.

According to the result in the field, it can be seen that it is suitable with the theory about the role of teacher as parents, that is, the teacher can be a role as parents in the classroom that are devoted to their students.¹²

After the observation, I have done interview with the English teacher, Mrs. Chairiyah about the role of teacher as parents, she said:

“As you know, that we are in the field of Elementary School which the students still need love and attention. As a teacher, I have to be second parents for them. For the exanple, I am not doubt to give them advice scold them whenever they act impolite. I never hit or hurt my students because it is not my style and also they have parents at home.”¹³

c. Teacher as A Facilitators

¹¹ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Wednesday, 11th October 2023 at 10.00 a.m.

¹² Ibid, page 9-13.

¹³ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Wednesday, 11th October 2023 at 10.00 a.m.

At the time of observation, there were some students who had difficulty in understanding the material being taught. They find it difficult to memorize the numbers in English even from 1 to 50 they have difficulty. I really like what the teacher did at that time. The teacher will repeatedly ask the number to the student until that student can answer and remember these numbers. The teacher focuses more on them more than the students who can indeed be said to be responsive and understand quickly when being taught.

It is very suitable with the theory about the teacher's role as a facilitator in Zainal Asril's book, that is, teacher also can play a role as a facilitator who is always ready to create comfortable conditions and serve students according to their interest, abilities and talents.¹⁴

After the observation, I have done interview with the English teacher, Mrs. Chairiyah about the role of teacher as parents, she said:

“Actually, it is kind of same like what I told you before. Of course, every teacher is a facilitator in the classroom. But the difference is, is she a good facilitator or not? If I myself, I always try to be a good facilitator by doing something different, such as doing ice breaking by sing a song in the beginning of the class or play some game related to the material with my students. It is done, so that my students will not boring and ready to study.”¹⁵

B. Discussion of the Research

In this section, the researcher would like to present about the analysis on the English language learning outcomes in *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan, the implementation of *Merdeka* curriculum in the English class, and also the role of the teacher in the classroom. Therefore, the students' learning outcomes can be fulfilled.

¹⁴ Ibid, page 9-13.

¹⁵ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Wednesday, 11th October 2023 at 10.00 a.m.

1. The English language subject learning outcomes in *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan.

a. Reading-Reviewing Elements

Four-graders of elementary school is included in Phase B on learning outcomes in independent curriculum. Which at the end of Phase B, students understand and respond to the text in simple spoken and visual English.¹⁶ According to the Decree of the Head of the Standard, Curriculum, and Educational Assessment Agency of Ministry of Education, Culture, Research, and Technology concerning Learning Achievements in reading-viewing elements, by the end of Phase B, students understand everyday vocabulary with support from pictures/illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.¹⁷

In the whilst teaching, the students imitate the teacher's pronunciation of the number 1 to 50. After that, the teacher explained the subtraction and addition in English. And then, the teacher asked the students to read the number and answer the mathematical sentence in English using Power Point Slide. Also, in the first meeting the teacher used "Look and Match" activity and asked the students to open the book on page 17 and answer the question individually. In

¹⁶ Ibid.

¹⁷ The Decree of The Head of The Standard, Curriculum, and Educational Assessments Agency of the Ministry of Education, Culture, Research, and Technology concerning Learning Achievements, (Jakarta: Februari, 2022), page 155.

there, the students are asked to match the number with the picture. In my opinion, this is appropriate for reading-reviewing elements.

After that, the teacher with the students played Guessing Game using flashcard as a media. As students guessing the number appeared on the flashcard, reading-reviewing elements has been fulfilled.

b. Writing-Presenting Elements

The second is writing-presenting, by the end of Phase B, the students communicate their ideas and experience through drawings and copied writing. With teacher's support, they produces simple words/phrases and pictures. They use invented spelling in writing simple vocabulary elated to their class and home environments.¹⁸

Based on this theory, I found the situation in the class that in the second meeting the teacher did not give the task of writing English texts individually based on the module. Instead of doing that, the teacher keep reminds the students to say number 1-50 and the use of addition and subtraction in English. In this case, it can be seen that her teaching and learning can more increase students' understanding. Because the second elements is not used by the teacher, so the researcher cannot conclude the result based on the observation. However, based on the result of interview with the English teacher about how is the learning outcomes in writing-presenting elements in *Merdeka* curriculum, she said that usually in her teaching and learning process in using writing-presenting elements, she divided the students

¹⁸ Ibid.

into some groups and the students are asked to study and answer the question together and then discussed it while doing presentation in front of the class. Here is the interview, she said:

“In the *Merdeka* curriculum, the teacher explained the material a little. And students are immediately given the assignments, which means students have to learn independently. The tasks given are also usually in the form of discussion, projects, and in groups.”¹⁹

So, based on the result of interview and observation, the researcher found that the learning outcomes that used by the teacher in two meetings with the theme “*There are 67 English Books*” use two elements. The first element is reading-reviewing elements that has been fulfilled. So, the students’ learning outcomes have been achieved. The second element is writing-presenting elements that unfortunately has not been fulfilled both in two meetings. So, the students’ learning outcomes have not been achieved.

2. The Implementation of *Merdeka* curriculum in English teaching learning at IV grade students of SDN Barurambat Kota 5 Pamekasan.

a. The First Meeting of English Class

In the observation that the researcher conducted at SDN Barurambat Kota 5 Pamekasan, the teacher referred to the *Merdeka* curriculum module with the theme “*There are 67 English Books*”. In this module there are two elements that become learning outcomes, namely reading-reviewing and writing-presenting. Based on the module, there are two elements, namely reading-reviewing in the first meeting, while in writing-presenting in the second meeting.

¹⁹ Direct Interview with Mrs. Chairiyah, As *The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 10th May 2023 at 11.20 a.m.

The researcher conducted an interview with the headmaster of SDN Barurambat Kota 5 Pamekasan, Mr. Abdurrahman Saleh, regarding the implementation of *Merdeka* curriculum, from his statement SDN Barurambat Kota 5 Pamekasan has just implemented the *Merdeka* curriculum at 1st and 4th grade. It means the other classes still use previous curriculum namely *Kurikulum 2013*. The headmaster said:

“We just implemented the *Merdeka* curriculum last year. And the classes that have implemented the *Merdeka* curriculum are only 1st grade and 4th grade, it means that the other classes are still using the old curriculum, *Kurikulum 2013*”²⁰

The headmaster also said about the differences between *Merdeka* curriculum and 2013 Curriculum. In the *Merdeka* curriculum the students are asked to study independently, to think creatively, and to think critically. However the teacher can be a guide or facilitator for the students. By using Students Pancasila Profile, the teacher will give the assignment in the form of project and then they can discuss and present it in the class. The student handbook is also quite different between *Merdeka* curriculum and 2013 Curriculum. He said that:

“I think the *Merdeka* curriculum is quite different from the previous curriculum. In the *Merdeka* curriculum, students are encouraged to study more independently, be more creative, and be guided by project assignments even though they are still in Elementary School. The students handbook is also quite different and the assessment is also more complex.”²¹

Beside the researcher did interview with the Headmaster, the researcher also did interview with an English teacher at SDN

²⁰ Direct Interview with Mr. Abdurrahman Saleh, *As The Headmaster of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 15th April 2023 at 10.00 a.m.

²¹ Direct Interview with Mr. Abdurrahman Saleh, *As The Headmaster of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 15th April 2023 at 10.00 a.m.

Barurambat Kota 5 Pamekasan, Mrs. Chairiyah, about how is the differences between the implementation of the previous curriculum, namely *Kurikulum 2013*, and the current curriculum, *Merdeka* curriculum, she said:

“English teaching learning in *Kurikulum 2013*, the teacher explains more theory, pay attention to students’ understanding. In that curriculum, the learning process is that the teacher first explains the material, then students are given the assignments. While in the *Merdeka* curriculum, the teacher explains the material a little. Students are immediately given the assignments, which means students have to learn independently. The task given are also usually in the form of discussion, projects, and in groups.”²²

Based on the interview result, the teaching learning in *Merdeka* curriculum is really different. In current curriculum the teacher will give a little explanation about the material and also give stimulating question regarding to the material. After that the students are asked to do the assignments given by the teacher individually or in group.

In the main activity of the class, the teacher asks students to imitate the teacher’s pronunciation of the numbers on the Power Point slide. After finishing, the teacher asks students to recite the number 1 to 50 and memorize them together. After that, with projector/LCD media, the teacher writes several mathematical sentences, for example “ $34+4=...$ ” and the teacher appoints one by one students to directly translate the mathematical sentences in English and also answer them in English too. These activities are include “look and say” and “look and answer” process.

b. The Second Meeting of English Class

²² Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 8th May 2023 at 09.17 a.m.

Next, the second meeting was conducted in the morning 17th May 2023. It was started at 10.00 o'clock until 11.45. In the beginning, the teacher do warming up with sing a song before start the lesson. In the whilst teaching, the students are invited together to use "Plus and Minus" of numbers verbally in English. The students are then asked to answer on the practice questions contained in the student manual book independently. After the students finished working on the practice questions, the teacher then invited students to play a game, namely the Guessing game. In playing this game, Mrs. Chairiyah has prepared cards (Flash Cards) with the number listed on the cards. The first student that raise their hand and answer correctly will be given a point. But this is not done in groups but individually.

After playing the game, the teacher reminds again about the numbers that have been learned while showing the number cards. In the next activity the students are asked to observe the picture on page 17 on the manual book. In there, the students are asked to match the numbers with the correct picture. This activity is included in "look and match" and "look and write".

Based on the observation, the researcher found the fact that Mrs. Chairiyah as an English teacher did not fully use *Merdeka* curriculum in teaching, but instead combined the *Merdeka* curriculum and the previous curriculum, namely *Kurikulum 2013*. The researcher also found that teacher more often used memorizing technique in various way, both everyday words and numbers. The teacher also develops

students' competencies by focusing on the profile of Pancasila students are invited to reason critically and creatively.

In the whilst teaching of English class, the teacher asks students to imitate the teacher's pronunciation of the numbers on the Power Point slide. After finishing, the teacher asks students to recite the numbers 1 to 50 and memorize them together. After that with projector/LCD Media, the teacher writes several mathematical sentences and the teacher appoints one by one students to directly translate the mathematical sentences into English and answers them in English. Teaching learning by teacher will focus more on children who still do not understand than children who already understand. These activities are called "look and say" and "look and answer".

In my opinion, the implementation of *Merdeka* curriculum in this teaching and learning process has been implemented, namely with student-centre which means that students are more active than the teacher. It is related with the theory according to The Decree of the Head of the Standard, Curriculum, and Educational Assessment Agency of the Ministry of Education, Culture, Research, and Technology concerning Learning Achievements, in its implementation, *Merdeka* curriculum refers to student-centre, students are more active than the teacher in the classroom. Less theory or material explained by the teacher. Students are asked to do assignments,

discuss, and present by looking at the Pancasila learning profile, namely critical and creative reasoning.²³

After students are invited together to use “Plus and Minus” of numbers verbally in English, the students are asked to answer the practice questions contained in the student manual book independently. In this case, it can be seen that the teacher implements *Merdeka* curriculum where the theory is taught little and the students are more active, reason critically, and creatively by working on practice questions. It is also related to the interview with the English teacher, Mrs. Chairiyah about how is the learning outcomes in writing-presenting elements in *Merdeka* curriculum, she said:

“in the *Merdeka* curriculum, the teacher explained the material a little. And students are immediately given the assignments, which means students have to learn independently. The tasks given are also usually in the form of discussion, projects, and in groups.”²⁴

After the students finished working on the practice questions, the teacher then invited the students to play a game. Namely the Guessing Game. Based on the English teacher, this is done in order to form students’ critical thinking and students’ creativity. I think Mrs. Chairiyah has a good choice in deciding what game should be played in the classroom. This Guessing Game is appropriate to look for the reading-reviewing elements in *Merdeka* curriculum. It is also related to the theories about reading-viewing elements, that is, the students

²³ The Decree of The Head of The Standard, Curriculum, and Educational Assessments Agency of the Ministry of Education, Culture, Research, and Technology concerning Learning Achievements, (Jakarta: Februari, 2022), page 155.

²⁴ Direct Interview with Mrs. Chairiyah, *As The English Teacher of SDN BARURAMBAT KOTA 5 PAMEKASAN* on Saturday, 10th May 2023 at 11.20 a.m.

learn everyday vocabulary with support from pictures/illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal, or interactive texts.²⁵

When this game played in the class, the students can be motivated to answer guess the numbers on the card based on they memorize. Beside of that, if there are some students who do not remember yet the vocabulary of numbers, they can also memorize it at that time when the game is implemented by looking at the picture.

Based on the observation, the result is the implementation of *Merdeka* curriculum is really different from the previous curriculum, namely *Kurikulum 2013*. In *Merdeka* curriculum, the teacher explains less theory and then the students are asked to do the assignment usually in the form of project, whether it is in group or individually. While in *Kurikulum 2013*, the teaching and learning process is teacher-centered, that is, the teacher will explain the material clearly and the students listen to the teacher. Based on the interview, the English teacher actually enjoyed the learning in *Merdeka* curriculum because the students can be more independent in learning using support from the Project Based Learning. Beside of that, the students can be more active, thinking creatively and critically in the class.

²⁵ The Decree of The Head of The Standard, Curriculum, and Educational Assessments Agency of the Ministry of Education, Culture, Research, and Technology concerning Learning Achievements, (Jakarta: Februari, 2022), page 155.

c. The role of the teacher in implementing English teaching learning in *Merdeka* curriculum at IV grade students of SDN Barurambat Kota 5 Pamekasan.

Based on the observation results, the teacher still plays a very important role in increasing student competency. In the classroom, the teacher plays many roles. Among them as friends, as parents, and also as a helper. This is related to the theory from Zainal Asril about the role of the teacher, that is, a teacher's job is to nurture, teach, and raise children to become useful to society. Teacher must also be creative, professional, and fun by positioning themselves as parents, friends, facilitators, and a helper if needed.²⁶

a. Teacher as A Friend

Based on the theory, teachers as friends means as a place to complain and express the feeling of the heart of the students.²⁷ I found that in the classroom, the teacher will behave casually as a friend and not be too formal in communication. When this is implemented, it looks like the students are very happy and do not hesitate to ask their teacher. They will be more relaxed in learning and answering questions. For example, when the teacher asks students to translate mathematic sentences into English, there are students who cannot answer. However, the student is not afraid and is free to ask what he

²⁶ Zainal Asril, *Micro-Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Pers, 2010), page 9-13.

²⁷ Zainal Asril, *Micro-Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Pers, 2010), page 9-13.

does not know. Likewise the teacher does not feel angry and happy to teach again until the student understand.

From this situation, it can be seen that the teacher being like a friend to the students, so that the students can with joyful learn the material and answer the questions appears on their book. This is important for the students' learning outcomes in its elements and the score can be increased by doing this activities.

b. Teacher as Parents

Based on the theory, teachers as parents mean someone who have a sense of affection for their students.²⁸ I found that the teacher will take on the role of the second parent in the class. Like a parent who always reminds his child of what is good and bad for his child, here the teacher will take that role. If at home the child will be looked after by their parents then if at school the teacher will be responsible for them. In the result of observations, the researcher found the fact that an English teacher tried to carry out effective, meaningful, and quality classess. She also tries to create fun and and exciting classess to take part in so that students feel enjoy, not bored, and active.

c. Teacher as A Facilitator

Based on the observation and interview that I found in the classroom, the child will find it difficult to understand especially since there are still students in grade 4A who cannot read fluently in their first language. In this case, the role of the teacher in the classroom is

²⁸ Ibid.

very important. It can be seen that what the teacher did at that time was to guide them and make the child was not left behind from his/her friends. It is very suitable with the theory about the teacher's role as a facilitator in Zainal Asril's book, that is, teacher also can play a role as a facilitator who is always ready to create comfortable conditions and serve students according to their interest, abilities and talents.²⁹ In my opinion, teacher as a facilitator is important in the classroom. A facilitator does not just pour knowledge into students, but rather guides them to discover and learn themselves. It is about sparking curiosity and fostering a love for learning. This is very important to create the teaching learning in the classroom which is efficient and fun.

The role of teacher above will also fulfilled the two elements in students' learning outcomes in *Merdeka* curriculum, especially in English when the students do not understand what is conveyed by the teacher, the teacher will guide the students until they understand. So, the learning outcomes have been achieved by the students.

The researcher also did an interview with some students of SDN Barurambat Kota 5 Pamekasan about the teaching learning process in English Class. One of the students, Queendza said that the English learning in the class is really fun for her and she enjoyed the class. Because the teacher explained the material clearly and she quickly understand it at that time.

²⁹ Ibid, page 9-13.

The second student, Nayla, she also give her opinion about the teaching and learning in the classroom. She said that learning English in the class is so much fun and enjoyable. She has same opinion with the first student, Queendza.

However the third student and the fourth student, Reno and Davin, have a different opinion about the teaching and learning process in the classroom. They said learning English in the class is fun and quite exciting, but they still have a difficulties in understanding the material explained by the teacher. Fortunately, they inform that the teacher give them support and teach them until they understand. It can be seen that the teacher in the class really plays the role very well as a facilitator, a friends and as parents.