

An Analysis of Students' Perception about Kurikulum Merdeka in Teaching Reading English

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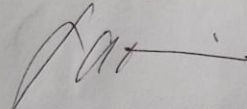
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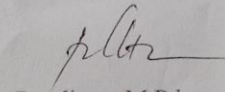
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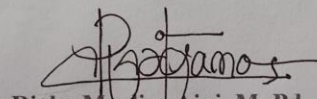
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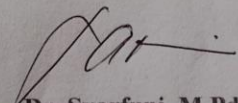
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Education in Indonesia always experiences curriculum changes from time to time (Badan Penelitian Diknas, 2014:12). Curriculum changes, of course, cannot be avoided and passed, but must always be lived and adapted to the needs and principles (Sadewa, 2022). Plate revealed that the failure of education is influenced by a curriculum that is not able to meet the demands of the times (Satriani dkk, 2021). Therefore, the curriculum must always be evaluated and then adjusted to the knowledge, progress, and demands of the market. Reporting from CNN Indonesia Nadiem Makarim stated that the Kurikulum Merdeka was launched in order to catch up with education during the covid-19 pandemic, which with this curriculum will make learning activities more flexible. Although it has been inaugurated, this curriculum is not necessarily implemented in all schools, this depends on the readiness of each Each school.

The Kurikulum Merdeka will be run as an additional option first during 2022-2024 in the context of post-pandemic learning recovery. Furthermore, it is hoped that this Kurikulum Merdeka can be implemented thoroughly in all educational units. Currently, there are three curriculum options implemented, namely the 2013 curriculum, the emergency curriculum, and the Kurikulum Merdeka (Iskandar, Rosmana, Anggraeni, Sulistyorini, & Anisa, 2022).

The Indonesian Government has changed 2013 curriculum to the newest curriculum named Kurikulum Merdeka Belajar. In this curriculum focuses at material esestial, character development and the students' competence. Kurikulum Merdeka Belajar can be used at all level such elementary school, junior high school, senior high school, vocational school, and college. At school, it is found some changes such English subject.

The students have wide opportunity to make an interaction using various text. The students will gain knowledge and various skills, which is required to be able to live in a diverse world culture. Learning English offer's ability to get an access about the world and different point of view. Students' understanding of this socio-cultural and intercultural knowledge can improve critical thinking skill. In this new curriculum, English learning is focused on strengthening the ability to use six language skills, such as listening, speaking, reading, viewing, writing, and presenting in various text. The learning achievement refers to Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR). CEFR reflects specifications that can be seen from the ability of students: (1) maintain interaction and convey something desired in a variety of contexts with clear articulation, (2) express the main ideas to be conveyed comprehensively, (3) maintain communication even though sometimes still gaps.

In this new curriculum, English language learning is expected to assist students in acquiring listening, speaking, reading, viewing, writing, and presenting skills. According to Artini (2017), the objectives of English language learning include developing communicative competence in English, both orally, in

writing, visually, and audio visually; fostering cross-cultural competence to understand and appreciate Indonesian and foreign perspectives and cultural products; enhancing self-confidence to express oneself as an independent and responsible individual as well as cultivating critical and creative thinking abilities.

In Kurikulum Merdeka, English is taught since elementary school to senior high school. Some schools have implemented English subject at first and fourth grade. As an example, in Aceh. Some schools here have implemented Kurikulum Merdeka. However, English subject has to insert to the learning process. Here, the writer found the teachers who have not English education background teach that English subject. The teachers who have basic education background only teach this subject. From the preliminary observation, the teachers have problems in teaching English to young learners. First, the teachers' ability to write, master the structure and pronounce English word is an obstacle in learning English in elementary school. Second, the teacher starts learning directly on the topic without giving brainstorming. Third, learning facilities and parental support for student learning progress.

The Kurikulum Merdeka is a form of evaluation of the previous curriculum, namely the 2013 curriculum. In a Kurikulum Merdeka, students are no longer forced to study subjects that are not their main interest. However, based on the researcher's Observation at school during Asistensi Mengajar, there are still many teachers who do not get used to apply the system in Kurikulum Merdeka which is more likely student's center. Additionally, the students also need to adapt at the same time due to the fact that they were not used to doing the Kurikulum Merdeka. That is why the writer intends to identify the students' perception regarding the Kurikulum Merdeka while learning English.

However, there are many complain addressed by the students and teachers seen by the researcher during Asistensi Mengajar. The researcher found that the teachers were difficult to follow the implementation of Kurikulum Merdeka in the class. They still do not understand the context of Kurikulum Merdeka. The problem is exacerbated by their inability of using technology and teacher center habit. That is why the writer is curious of how the Kurikulum Merdeka works and intend to conduct the research with the title "An analysis of Students' Perception toward The Implementation of Kurikulum Merdeka".

As the writer's references, there are some previous studies related to this research. Firstly, the research "The Urgency in Teaching English to Young Learners in Kurikulum Merdeka" conducted by Dewi, et al. The research aims to analyze perceptions about the importance of English for Young Learners at Elementary Schools at Gugus Diponogoro in Jembrana Regency in 'Kurikulum Merdeka Belajar'. The research objective was to find out teachers' perceptions about the importance of English for young learners at Elementary Schools in Jembrana Regency. The sample of the research was 16 teachers from 12 Elementary Schools in Gugus Diponogoro. The samples were taken through cluster random sampling. The researcher used descriptive qualitative and the data were collected by using questionnaire. The results of the research were 1) The students are able to master English when teaching English since earlier, 2) English will be useful in gaining a job in the future, and 3) By mastering English, the young learners will have the social and economic benefits in the future. Therefore, it can be concluded that the teachers of Elementary Schools in Gugus Diponogoro agreed that English for Young Learners is crucial to teach.

Secondly, "Implementation of The Independent Belajar Curriculum Through the Application of Project-Based Learning Models to Improve Students' Learning Outcomes". It was conducted by Baharulla, et al. The results showed that the application of the project-based learning model could improve student learning outcomes in learning mathematics. This can be seen from the average score of learning outcomes in the cognitive domain in the first cycle of 57.12% increased to 82.88% in the second cycle, the average score of learning outcomes in the psychomotor domain in the first cycle of 53.65% increased to 84.61%, and the average score of learning outcomes in the affective domain in the first cycle of 72.5% increased to 83.85%. This shows that the application of the project-based learning model can improve student learning outcomes.

Lastly, the last research was entitled "The Analysis of Students' Readiness of Kurikulum Merdeka at Mumahhadyah University of Makassar". This study aimed to know the level of students' readiness toward Independent Belajar-Kampus Independent (MKBM) policy at Muhammadiyah University of Makassar. This research chose descriptive research employing quantitative and qualitative analysis to analyze students' readiness of Independent Belajar-Kampus Independent (MBKM) policy at Muhammadiyah University of Makassar. The researcher took 30 students as research sample for questionnaire and 5 students for the interview by stratified random sampling.

The result of questionnaire data showed that students at the Muhammadiyah University of Makassar are ready to take part in the Independent Belajar-Kampus Independent (MBKM) program. It can be seen from the score percentage of each aspect of readiness. The score percentage of three aspects of readiness namely knowledge and skill, motivation, and self-efficacy were 70.25%, 76.50%, 76.92%, respectively, and all categorized good. In addition, the average percentage of the 3 indicators is 74.56%. They are also interested in participating in learning activities on Independent belajar- Kampus Independent (MBKM) to get certificates, and experiences that will be useful in the future.

What make this study different from the previous researches are the location, instrument, and the research subjects. The location is in Banda Aceh, the subject of the research is the UBBG students. Moreover, this research is more specific where it focusses on reading aspect in English while other researches are somewhat general.

Based on the previous study as elaborated above elaborate above, the researcher tends to investigate the difficulties of the students in teacher reading within the implementation of Kurikulum Merdeka.

1.2 The Problem of Study

Based on the background of the study as elaborated above, the problems of the study is "How is the students 'perception about the Kurikulum Merdeka in Teaching Reading At the 3rd Grade of SMAN 1 Simelue Cut".

1.3 The Objective of Study

Based on the problem of the study, the objective of the study is “To investigate the students’ perception about the Kurikulum Merdeka in teaching reading at the 3rd Grade of SMAN 1 Simeulue Cut”.

1.4 The Significance of Study

The results of this research are expected to give benefit for education world theoretically and practically.

Theoretically, it is expected to enrich the theories of reference of teaching reading as well as to give more meaning and deep understanding about how Kurikulum Merdeka works in teaching reading narrative text at the 3rd Grade of SMAN 1 Simeulue Cut.

Practically, this research is expected to give positive and meaningful contribution to the readers and the teachers about how to use direct instruction strategy in teaching reading.

1.5 The Scope of Study

Based on the explanation above, the writer gives scope and limitation. The research focus on the students’ perception toward the implementation of Kurikulum Merdeka in teaching reading narrative at the third Grade of SMAN 1 Simeulue Cut. The research scope involves the analysis of the application of the Merdeka Curriculum in designing learning materials, evaluating student engagement in narrative reading activities, and assessing its impact on students' comprehension of cultural values and English language skills. This study aims to provide insights into the effectiveness of implementing the Merdeka Curriculum in enhancing students' narrative reading skills and comprehension at a specific grade level. Additionally, the research focuses on analyzing students' perceptions of the Kurikulum Merdeka in teaching English reading. It includes assessing students' understanding of the Merdeka Curriculum's implementation in learning to read narrative text, gauging students' reactions to teaching methods related to the Merdeka Curriculum, and evaluating its influence on students' reading skills. Utilizing questionnaires, the research will gather student perception data as the primary indicator to assess the effectiveness of the Merdeka Curriculum in enhancing the quality of English language learning.