

## CHAPTER IV

### FINDINGS AND DISCUSSION

Furthermore, in Chapter IV this made be discussed about the results of research and discussion. Based on the problems and research objectives sourced from interviews, observation, and documentation studies which made be grouped according to with the problems and research objectives.

#### A. Finding

Based on the data and information that has been successfully collected, then for the next step the researcher analyze and describe the data that has been collected during research through interviews, observation, and also documentation studies in order to answer research problems that have been formulated in the implementation of the Independent Curriculum at SMP Negeri 3 Anjir Muara, so that in the end it make easier to do the research, made it easier to discuss and draw conclusions discussion.

#### 1. Implementation of Independent Curriculum in Seventh grade English language learning

##### a. Objectives

The objectives of English language learning in the context of the Independent Curriculum include various aspects that aim to prepare students to become competent and adaptive individuals in the

era of globalization. At the school that the researcher studied there are learning objectives on language mastery: One of the main objectives is to help students' mastery basics English language skills, including listening, speaking, reading and writing skills. It aims to enable students to communicate effectively in English in a variety of situations and contexts.

The learning objectives can be seen from the learning in the classroom, where the teacher asks students to play an active role in the classroom such as answering questions given by the teacher, writing the results of the question using English, and also reading the text in the book. Learning objectives can also be seen from the teaching modules or lesson plan made by teachers and ATP in the teaching modules. Researchers asked Mr. Satar how the implementation of the independent curriculum and the making of teaching modules. He replied:

*"untuk penerapannya bapa masih kurang memahami tentang kurikulum merdeka jadi bapa masih mengajar seadanya dengan mengajak siswa aktif saja dalam belajar. modul ajar itu juga bapa masih kurang mengerti bagaimana modul ajar kurikulum merdeka yang tepat jadi bisa dicari saja lewat internet dengan disesuaikan materi dibuku sendiri"*

“For its implementation, teacher still does not understand the independent curriculum so teacher still teaches as usual by inviting

students to be active in learning. The teaching module is also teacher still does not understand how the right independent curriculum teaching module is so you can just look for it via the internet by adjusting the material in your own book.”

The learning objectives applied by the teacher can be seen from the teaching module made by the teacher, as well as the learning objectives found in the book used by the teacher in teaching. In the learning process, students are given by the teacher in the form of questions at the beginning of learning to invite students to think. In the material provided by the teacher is in the form of material about time. Students are first asked numbers in English. Teacher also asks students about time “what time is it” using wall clock media. Then entering the middle stage of learning the teacher asks students to write sentences in the form of time, such as “one o'clock, twenty” and so on. Teacher-provided activities include Students making a daily schedule in English, Students write their own daily lesson schedules in English, and include the time for each subject.

b. Content

Based on researcher observations, teachers use learning materials or sources from books and sites on the internet as additional reading material for teachers. The book has been provided by the school using the independent curriculum. To provide lessons in class the teacher brings one book as the main source of material to be

taught to students. As the results of the interview submitted by the teacher:

*"untuk buku pelajaran ini sudah disiapkan dari pihak sekolah, jadi siswa membeli bukunya untuk belajar. "*

“For this textbook has been prepared from the school, so students buy the book to study. So teacher just uses the existing books from school.”

In the book, there are material lessons that are adapted to the independent curriculum, such as activities that involve students' critical thinking in groups or independently, activities that hone English language skills and there are formative and summative assessments that have been provided in the book.

#### c. Method

From the observation and teaching modules made by teacher. Teacher use Task-based approach. The teacher opens the discussion by asking students about their class schedule and make a conversation about the class schedule. The teacher asks some simple questions: “What time is it?” and then students answer with the time asked by the teacher using the wall clock media. The teacher introduces time-related vocabulary, such as “o'clock,” “half past,” “quarter to” “quarter past”. However, teachers more often use the pronunciation of hours first followed by minutes. 7:25 “it is seven twenty five”

Students are then invited to practice telling the time correctly. For example, “It’s three o’clock,” “It’s seven thirty.” The teacher shows an example of a complete lesson schedule with time in English. Students are then given instructions to make the lesson schedule. Students are divided into 2 people with their seatmate. Each group was given instructions to make a lesson schedule for a student.

After finalizing the schedule, each group presents their lesson schedule in front of the class. They had to explain what lesson they were doing and at what time. The teacher gives feedback on each group's presentation, highlighting the correct use of time and proper sentence structure. The teacher gives examples of correcting any mistakes and praises students' efforts and creativity.

d. Evaluation

The application of assessments carried out by teachers is two, namely formative assessment and summative assessment, but teachers do not apply all formative assessments, only some activities in learning are carried out by teachers in applying this formative assessment. The application of assessments carried out by teachers is discussion and question and answer, for this activity teachers do it fairly often seen from learning activities in the classroom teachers do questions and answers at the beginning and end.

As in the beginning of learning carried out by the teacher, the teacher asks in advance the vocabulary that will be used in the

material that students has been learn. Seen from the observation of researchers, the teacher asks vocabulary about the names of days, numbers, names of subjects in English and other vocabulary. The teacher also asks about how to mention the vocabulary in English, to find out the students' ability to pronounce the vocabulary.

The application of summative assessments is carried out by the teacher at the end of learning to evaluate the achievement of the competence of the student against the established standards. The final exam is a paper subject with a double choice to measure the student's comprehensive understanding. Teachers design and deliver examinations that have been made covering the material that has been studied over a period.

## 2. The Challenges Faced by English Teacher

In the implementation of the Independent Curriculum, English teachers face a variety of challenges that affect the effectiveness of learning and the development of students' abilities. Teachers often have tight schedules, including teaching, correcting tasks, and doing school administration. It leaves little time to prepare innovative materials in accordance with the principles of the Free Curriculum. Besides, lack of time for the preparation of materials can lead to less varied use of materials and not fully support independent and active learning. Materials that are not well prepared may not meet the individual needs of students or support the achievement of curriculum objectives.

The teacher's understanding of the independent curriculum is also less like the results of the interview asked by the researchers about the application of the free curricula in the first secondary school, the teacher said that he was also still understood in its application because of the school itself is still in the stage of learning the free Curriculum.

*"sebenarnya bapa sendiri masih kurang paham mengenai penerapannya yang baik dan benar itu seperti apa, jadi bapa masih beradaptasi dan masih belajar cara menerapkannya, karena dari pihak sekolah sendiri belum ada pelatihan atau penyampaian dari luar terkait penerapan kurikulum merdeka, karena kurikulum ini juga baru saja diterapkan di sekolah ini"*

"The truth is that the father himself still does not understand about its good and true application is what it is like, so the father is still adapting and still learning how to apply it, because from the school herself there is no training or delivery from outside related to the implementation of the self-reliant curriculums, because this curriculum has also just been implemented in this school".

## **B. Discussion**

### 1. Implementation of Independent Curriculum in Seventh grade English language learning.

#### a. Objectives

In the objectives achieved by the teacher, the teacher carried out several activities to hone and strengthen students' skills in writing,

reading and speaking. The activities carried out by the teacher were inviting students to make lesson schedules, making conversations about asking and giving information about lesson schedules, writing the vocabulary they learned about numbers, names of days, names of lesson schedules. Reading short texts that were available in the textbooks that the students used. The conversation activities they carried out in pairs also presented the results of the tasks given by the teacher.

b. Content

The content in learning used by teachers is textbooks. Where the book has used an independent curriculum, so that what the teacher applies in classroom teaching is guided by the independent curriculum book. In the book there is a five-dimensional student profile, encompassing Pancasila principles, activities that cover critical thinking, problem-solving abilities.

While for facilities or tools used by teachers in teaching only in the form of blackboards, markers, clocks and paper. The tools used by teachers are simple, and are already available at school. Besides the material in the book, teachers do not look for additional material from other books.

c. Method

The method used by the teacher is a Task-based approach where this approach is one of the good methods used for the independent



curriculum. Where students are invited to be active and think critically in working on and completing the tasks given by the teacher. Teachers conduct learning activities with the methods in the book and adjusted to the lesson plan made, also by making adjustments to the classroom atmosphere.

d. Evaluation

On assessments carried out by teachers in the form of formative and summative, formative assessments in the form of easy questions at the beginning of learning in the form of vocabulary in English, assignments contained in student books to do independently, and also in groups. On summative assessments students are given end-of-semester assignments in the form of questions that they have learned over a semester to determine their final grade.

In the application of assessments made by the teacher himself. Teachers also provide assessments to students through the books used. In the book there are already formative and summative assessments that can be given by teachers to students. So that the assessment is appropriate and in accordance with the independent curriculum.

2. The Challenges Faced by English Teacher

Seen from the results of the research on finding, it can be concluded that teachers have several challenges faced, namely the lack of teacher understanding of the concept of an independent curriculum, this is

because the independent curriculum is still fairly new in implementation and the lack of training on the independent curriculum, so that in practice in the field the application of the independent curriculum in learning is not in accordance with the guidance that should be applied in the independent curriculum.

Apart from the lack of understanding from teachers, teachers also have several problems faced in implementing the independent curriculum, namely the readiness of students in receiving the material taught by the teacher. So the teacher uses the Task-based approach method to invite students to be active in learning. This method is a good method used in the independent curriculum. From the lack of understanding of teachers in implementing the independent curriculum, teachers still do their best in learning active activities in the classroom to hone students' skills in English.