

**PICTURING ENGLISH SPEAKING CLASS ACTIVITIES IN  
INDEPENDENT CURRICULUM IMPLEMENTATION**

**THESIS**

**By  
SITI AZIZAH PUTERI**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2024 M / 1445 AH**

**PICTURING ENGLISH SPEAKING CLASS ACTIVITIES IN  
INDEPENDENT CURRICULUM IMPLEMENTATION**

**Undergraduate Thesis**

Presented to

Faculty of Tarbiyah and Teacher Training

in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan in English Language Education

by

**Siti Azizah Puteri**

**200101030018**

**ANTASARI STATE ISLAMIC UNIVERSITY  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION DEPARTMENT  
BANJARMASIN  
2024 M /1445 H**

## STATEMENT OF AUTHENTICITY

I, the undersigned, Siti Azizah Puteri, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, March 6<sup>th</sup> 2024

The writer,



Siti Azizah Puteri



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

**SURAT BUKTI BEBAS PLAGIASI**

Nomor: B-79/Un.14/III.1.f/PP.00.9/03/2024

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Siti Azizah Puteri  
NIM : 200101030018  
Program : S-1  
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:  
Picturing English Speaking Class Activities in Independent Curriculum Implementation

Hasil Uji Plagiasi : 11 %

Berdasarkan hasil uji plagiasi dengan menggunakan [www.turnitin.com](http://www.turnitin.com) bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 07 Maret 2024  
Ketua Program Studi  
Tadris Bahasa Inggris

  
Afifah Linda Sari

## APPROVAL

Title : Picturing English Speaking Class Activities in  
Independent Curriculum Implementation  
Name : Siti Azizah Puteri  
SRN : 200101030018  
Faculty : Tarbiyah and Teacher Training  
Program : Undergraduate Study (S-1)  
Department : English Education Department  
Academic Year : 2023/2024  
Place/Date of Birth : Muara Teweh, 14 October 2001  
Address : Jl. Manunggal II, Komp. Bina Brata, Gg. VIII

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, March 6<sup>th</sup> 2024

Advisor



Dr. Hj. Raida Asfihana, M. Pd  
NIP. 198311302006042003

Acknowledged by  
Head of English Education Department  
Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin,




Atifah Linda Sari, M.Pd  
NIP. 198711102015032004

## VALIDATION




Title: Picturing English Speaking Class Activities In Independent Curriculum Implementation

Name Siti Azizah Puteri, SRN 200101030018, has been examined by the board of thesis examiners of Faculty of Tarbiyah dan Teacher Training UIN Antasari Banjarmasin.

Day : Friday  
Date : May 31<sup>st</sup>, 2024  
Score : 85,7 (A)

  
Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin  
Antasari Banjarmasin, M.Pd  
NIP. 196604051993031005

### THE BOARD OF EXAMINERS:

No.	Name	Signature
1	Afifah Linda Sari, SS, M.Pd (Chairperson)	1 
2	Dr. Hj. Raida Asfihana, M.Pd (Member)	2 
3	Hidayah Nor, S.Pd, M.Pd (Member)	3 

## ABSTRACT

**Siti Azizah Puteri.** 200101030018. Picturing English Speaking Class Activities in Independent Curriculum Implementation. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Dr. Hj. Raida Asfihana, M. Pd. 2024.

**Keywords:** English Language Teaching, Independent Curriculum, Speaking Skills

The Independent Curriculum is the newest curriculum that has been used in almost all schools in Indonesia. The changes from the previous curriculum to the independent curriculum resulted in many significant changes for teachers and students. In this case, the English subject experienced a complete change when the independent curriculum was implemented in schools, especially in speaking material. Therefore, this research aims to determine how the independent curriculum's be implemented in the English-speaking class activities. This research design uses Photovoice. This research was conducted at SMAIT Ukhuwah Banjarmasin. The researcher observed photos taken by 15 students from 3 classes during English-speaking activities and interviewed an English teacher. Data was obtained from photos of students, classroom observations, and interviews with English teacher. Photos and observations provide data about how English-speaking activities in the classroom are in the independent curriculum. The research results showed that the photos taken by students in the English-speaking class captured memorable, harmonious learning moments that were conductive, communicative, informative, and an accurate depiction of the atmosphere of the English-speaking class. This is seen from the student's perspective through their photos showing communicative activities during English-speaking classes. Through interviews, English teacher faced challenges in creating practice question instruments for each student in class, the Minimum Completeness of Mastery Learning for each student are different, selecting English-speaking material, modules, and methods used in teaching English-speaking material. English Teacher is given the freedom to choose material as a tool to measure students' English-speaking abilities. Teaching modules no longer use paper but use alternative media such as Canva. At the same time, the results of interviews reveals challenges face by the English teacher are in produce modules and teaching materials.

## ABSTRAK

**Siti Azizah Puteri.** 200101030018. Picturing English Speaking Class Activities in Independent Curriculum Implementation. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Dr. Hj. Raida Asfihana, M. Pd. 2024.

**Keywords:** Pengajaran Bahasa Inggris, Kurikulum Merdeka, Kemampuan Berbicara

Kurikulum Merdeka menjadi kurikulum terbaru yang telah digunakan hampir di seluruh sekolah di Indonesia. Perubahan yang terjadi dari Kurikulum sebelumnya kepada kurikulum Merdeka menjadi dampak yang banyak mengalami perubahan signifikan bagi pengajar dan juga peserta didik. Dalam hal ini, mata Pelajaran bahasa Inggris mengalami perubahan secara keseluruhan ketika kurikulum merdeka di terapkan di sekolah, khususnya pada materi speaking. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana kegiatan kelas berbicara bahasa Inggris di dalam kurikulum merdeka. Desain penelitian ini menggunakan Photovoice. Penelitian ini di lakukan di SMAIT Ukhuwah Banjarmasin. Peneliti mengamati hasil foto yang diambil oleh 15 siswa dari 3 kelas pada kegiatan berbicara bahasa Inggris dan mewawancarai seorang guru bahasa Inggris. Data diperoleh dari foto siswa, observasi kelas, dan wawancara dengan guru bahasa Inggris. Foto dan observasi memberikan data tentang bagaimana aktivitas berbahasa Inggris di kelas dalam Kurikulum Merdela. Hasil penelitian menunjukkan bahwa foto yang diambil oleh siswa di kelas berbahasa Inggris menangkap momen pembelajaran yang berkesan, harmonis, konduktif, komunikatif, informatif, dan menggambarkan suasana kelas berbahasa Inggris secara akurat. Hal ini terlihat dari sudut pandang siswa melalui foto-foto yang menunjukkan aktivitas komunikatif selama kelas berbahasa Inggris. Melalui wawancara, guru bahasa Inggris menghadapi tantangan dalam membuat instrumen soal latihan untuk setiap siswa di kelas, Ketuntasan Minimum Ketuntasan Belajar setiap siswa berbeda-beda, pemilihan materi, modul, dan metode berbahasa Inggris yang digunakan dalam pengajaran materi berbahasa Inggris. Guru Bahasa Inggris diberikan kebebasan memilih materi sebagai alat untuk mengukur kemampuan berbahasa Inggris siswa. Modul pengajaran tidak lagi menggunakan kertas melainkan menggunakan media alternatif seperti Canva. Sementara itu, hasil wawancara mengungkapkan tantangan yang dihadapi guru bahasa Inggris adalah membuat modul dan bahan ajar.



## **DEDICATION**

I dedicate this thesis to:

1. My beloved parents, Amrullah and Norhadiah, who always pray for the best for me, give me much good advice, and support me mentally, spiritually, and materially during my studies and writing my thesis. Even though I have to face many kinds of moments and struggles, I understand that my parents worried me a lot. What I have to say is that I became what I wanted, I finished my thesis, and I am happy to be their daughter.
2. My beloved grandmother, Rohani, who has long waited through the times of my education, thank you so much for the love, care, and affection you have given. Thank you immensely for never forgetting me while I am alive and for taking care of me every day when I return to Buntok. I worked on this thesis with the spirit you gave me, knowing that someone wants to be present as the proudest grandmother of her grandchild's success. Thank you so much for giving birth to my mom and making her my parent.
3. My beloved sister, Balqis Durratul Hikmah, who always gave me strength and listened to my story. Thank you for always understanding me when I had a hard time. May Allah give you all the way to reach your dream.
4. The one who I love the most is my aunt, Raihanah. Thank you for helping, accompanying, listening, supporting, and giving your trust in me with your heart.

5. My dearest family in Buntok, Mamah Dut, Papah Dut, Indra, Julak, Fikri, Amang Eto, Acil Irma, Kak Fajar, Kak Dilla, Naya, and Abiyyu, thank you so much for the unwavering support you have always given me. We spent a lot of time together in Buntok, creating precious moments with our beloved grandmother, allowing me to feel such warm affection whenever I returned to Buntok to work on my thesis.
6. My classmates at TBI 2020 Antasari State Islamic University Banjarmasin, thank you for all the friendship, happiness, sadness, and disappointment that we have been through together so far. I am happy that I have ever become one of the people you talked about the most. Without all of you, I can not understand myself more than anyone. Thank you.
7. My best friends, Yena, Amah, Miftah, Yaya, Annisa, Abay, Syarif, Galuh, Adistyia, Sheren, Yano, and Chaca, have offered prayers, happiness, sadness, affection, time, sweat, and trust during my life and working on my thesis.
8. All my family, friends at UIN Antasari Banjarmasin, and others who supported and loved me completed my thesis.
9. To those I cannot specifically mention, I express my heartfelt gratitude for the meaning of life and hard work. Again, I express my appreciation for giving color to my life during my educational journey. Allah always knows the struggles we have faced and the processes we have gone through, so even though I have had difficult times remembering that I am here because of all my hard work, I can still complete it until the end. My greatest hope

is to continue seeing significant development, and may Allah continue to hear our prayers.

10. And finally, to myself, Siti Azizah Puteri, thank you very much for persevering this far. Not everyone needs to know how you overcame difficult times, and not everyone understands how hard it is to live without anyone giving you trust again. Only oneself and Allah, who knows all truth, can truly understand. Siti Azizah Puteri, you always have big dreams, and completing this thesis will become a new path for you to achieve your dreams. No matter how long you must cry, pray, be happy, surrender, understand, and acknowledge, there is always someone who can know you have done your best. Siti Azizah Puteri, thank you for having tried this far, and may your exhaustion and fatigue be accepted by the right person.

## ACKNOWLEDMENT

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

أَلِهِ وَعَلَى مُحَمَّدٍ وَمَوْلَانَا سَيِّدِنَا وَالْمُرْسَلِينَ الْأَنْبِيَاءِ أَشْرَفِ عَلَى وَالسَّلَامِ وَالصَّلَاةُ الْعَالَمِينَ رَبِّ اللَّهُ الْأَحْمَدُ  
بَعْدُ أَمَّا أَجْمَعِينَ، وَصَحْبِهِ

Praise be to Allah swt. God calls all the worlds. May peace and blessings be upon the Prophet Muhammad, who has shown mankind the way of salvation in this world and in the hereafter.

The author is fully aware that the completion of this thesis cannot be separated from the help of all parties, both in the form of support, guidance and direction as well as motivation so that this difficult task can be completed.

In this regard, with all humility, the author would like to thank and give the highest appreciation to all those who have provided assistance. In particular, the authors would like to express their gratitude and highest appreciation to:

1. Dr. H. Hamdan, M.Pd., as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University, and all her staff for their help in the Administrative and matters.
2. Afifah Linda Sari, M.Pd., as Head of the Department of English Education, for her help and motivation.
3. My academic advisor, Drs. Sa'adillah, M.Pd., for his guidance and encouragement.
4. My thesis advisor, Dr. Hj. Raida Asfihana, M Pd., as the supervisor of research content and methods for suggestions, assistance, improvements and corrections.

5. Nor Faizah Hayati, S.Pd as the staff of English Education Department the assistance and motivation.
6. All lecturers and assistants at the Faculty of Tarbiyah and Teacher Training for their invaluable knowledge.
7. A lecturer at the Language Development Unit of Antasari State Islamic University who has been a participant in my research.
8. Izzudin, S.Pd as the English Teacher, staff and students in class X1, X2, X3 of SMAIT Ukhuwah Banjarmasin for their willingness to become participant in this research.

May Allah swt. bestow His mercy and bounty on them and record it as a favor with a multiplied reward. The researcher hopes this research will be helpful and become a charity of worship on His side.

Banjarmasin, 31 Dzulqa'dah 1446 A.H  
May, 31<sup>st</sup> 2024 A.D

Writer

## TABLE OF CONTENTS

	<b>Page</b>
COVER PAGE.....	i
STATEMENT OF AUTHENTICITY .....	ii
SURAT BUKTI BEBAS PLAGIASI .....	iii
APPROVAL.....	iv
VALIDATION .....	v
ABSTRACT.....	vi
ABSTRAK .....	vii
DEDICATION .....	viii
ACKNOWLEDMENT.....	xi
TABLE OF CONTENTS.....	xiii
LIST OF TABLES .....	xv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES .....	xviii
CHAPTER I INTRODUCTION.....	1
A.    Background of Study.....	1
B.    Definition of Key Terms .....	10
C.    Research Questions .....	11
D.    Research Objectives .....	11
E.    Research Significance .....	12
CHAPTER II THEORETICAL REVIEW.....	14
A.    Independent Learning.....	14
B.    Independent Curriculum.....	20
C.    Teaching Speaking Skills .....	25
1.    Definition of Teaching.....	25
2.    Aspects of Teaching.....	25
3.    The Purpose of Teaching.....	26
4.    Material of Teaching.....	27
5.    Pedagogical Strategy.....	28

D.	Speaking .....	29
1.	Definition of Speaking .....	29
2.	The Fundamental of Speaking Capabilities .....	31
3.	Component of Speaking.....	32
E.	Previous Study .....	33
CHAPTER III RESEARCH METHOD.....		36
A.	Research Design .....	36
B.	Research Setting .....	40
C.	Participants .....	41
D.	Research Instruments.....	42
E.	Data Collection Techniques .....	43
1.	Observation.....	43
2.	Interview .....	43
3.	Focus Group Discussion (FGD) .....	46
F.	Data Analysis .....	46
CHAPTER IV FINDINGS AND DISCUSSION .....		49
A.	Findings .....	49
B.	Discussion.....	86
CHAPTER V CLOSURE .....		121
A.	Conclusion.....	121
B.	Suggestion .....	123
REFERENCES.....		125

## LIST OF TABLES

No	Page
Table 3.1. List of Observations .....	41



## LIST OF FIGURES

No.	Page
Figure 1. Classified Themes of the Result .....	50
Figure 2.1 English Class Activities in Class X1 .....	51
Figure 2.2 English Class Activities in Class X1 .....	52
Figure 2.3 English Class Activities in Class X1 .....	53
Figure 2.4 English Class Activities in Class X1 .....	54
Figure 2.5 English Class Activities in Class X1 .....	55
Figure 2.6 English Class Activities in Class X1 .....	56
Figure 2.7 English Class Activities in Class X1 .....	57
Figure 2.8 English Class Activities in Class X1 .....	58
Figure 2.9 English Class Activities in Class X1 .....	58
Figure 2.10 English Class Activities in Class X1 .....	59
Figure 2.11 English Class Activities in Class X1 .....	60
Figure 2.12 English Class Activities in Class X1 .....	61
Figure 2.13 English Class Activities in Class X1 .....	61
Figure 3.1 English Class Activities in Class X2 .....	63
Figure 3.2 English Class Activities in Class X2 .....	64
Figure 3.3 English Class Activities in Class X2 .....	65
Figure 3.4 English Class Activities in Class X2 .....	65
Figure 4.1 English Class Activities in Class X3 .....	67
Figure 4.2 English Class Activities in Class X3 .....	67
Figure 4.3 English Class Activities in Class X3 .....	67
Figure 4.4 English Class Activities in Class X3 .....	69
Figure 4.5 English Class Activities in Class X3 .....	69

Figure 4.6 English Class Activities in Class X3 .....	70
Figure 4.7 English Class Activities in Class X3 .....	72
Figure 4.8 English Class Activities in Class X3 .....	74
Figure 4.9 English Class Activities in Class X3 .....	74
Figure 4.10 English Class Activities in Class X3 .....	77
Figure 4.11 English Class Activities in Class X3 .....	77
Figure 5. Captured by Teacher, Different Standard of Minimum Completeness of Mastery Learning in class XI .....	82

## LIST OF APPENDICES

No.	Page
1. Translation of Qur'an Verse .....	137
2. Observation Guideline .....	148
3. Interview Guideline For The Teacher .....	140
4. Focus Group Discussion Guideline .....	142
5. Certificate of Seminar Proposal .....	144
6. Seminar Proposal Notes .....	145
7. Research Permission Letter .....	146
8. Thesis Consultation Notes .....	148
9. Documentations Focus Group Discussion With Students .....	150
10. Curriculum Vitae .....	151