

CHAPTER IV

FINDINGS AND DISCUSSION

This section contains a more detailed explanation of the research findings and discussion. The researcher describes the findings regarding English-speaking activities in English classes, which are also in line with the implementation of the independent curriculum in English-speaking classes, students' views, and the challenges teachers face in implementing the independent curriculum in English-speaking classes. These findings use Photographic Content Analysis, Narrative Analysis, Participatory Analysis, and Code Analysis, which are used to analyze data that answers the research question. Findings and discussions are presented systematically to ensure that the findings represent the research results, as follows.

A. Findings

The research was conducted at SMAIT Ukhuwah Banjarmasin in classes X1, X2, and X3. The participants in this study were 5 male students from each class, from classes X1, X2, to X3. The total number of participants was 15 people. The research was conducted with participants taking photos or moments in class during the English subject, with each person taking 3 types of photos, namely when learning was about to start, when learning was taking place, and when learning was ending. Then, the researcher conducted FGDs or Focused

Group Discussions with participants to find out what information they could convey through photos taken within a month. The researcher also interviewed an English teacher who taught in classes X1, X2, and X3 regarding implementing the independent curriculum in the speaking class. The interview consisted of 2 different topics. In validating the data, the researcher developed coding, as attached in the Appendix, to make it easier to describe the data and to make it more relevant based on the results of the interviews. Furthermore, based on the data obtained by the researcher, the following are the findings:

-
1. English Class Activities in The Implementation of The Independent Curriculum Through Students' Perceptions
 - a. Capturing Memorable Moments
 - b. Harmonous and Conducive Learning
 - c. Teacher Facilitating
 - d. Communicative, Informative, and Accurate Depiction of English Speaking Class Atmosphere
 2. Challenges Faced By English Speaking Teacher In Implementing The Independent Curriculum
 - a. Multiple Instruments Assessment
 - b. Different Standard of Minimum Completeness of Mastery Learning
 - c. Teaching Materials
 - d. Teaching Modules

Figure 1. Classified Themes of the Results

1. English Class Activities in The Implementation of The Independent Curriculum Through Students' Perceptions

In addition to implementing the independent curriculum in English subjects, especially in speaking skills which experienced significant changes, the researcher also found fifteen different perceptions through the photos they took regarding how to learn English and speaking activities while implementing the independent curriculum. The fifteen participants joined a project formed with the researcher, namely the Photography Team from classes X1, X2, and X3. Each class consisted of five participants; the researcher with qualifications selected them according to suggestions from Wang and Burris (1997). Based on the data found, the researcher will describe it more deeply below.

1. Student's Perception through Photo in Class X1

a. Picture by PIX1



Figure 2.1 English Class Activities in Class X1



Figure 2.2 English Class Activities in Class XI

P1X1 took the photo above with an angle behind the class, and the photo orientation type is landscape. He stated that at this angle, it would appear comprehensive and precise. While capturing this moment, P1X1 revealed a few difficulties encountered, such as finding the right moment, and several students prevented him from taking pictures of the English class atmosphere. He also revealed that there were five times in the process of taking photos; however, according to P1X1, the photo above was the best. Based on the photos that have been collected, P1X1 describes them as follows.

The first photo depicts a teacher explaining material to his students while in class and giving assignments. The next photo illustrates the perspective of students in the class on

learning English during the material. P1X1 explained that he likes to take photos of memorable moments, and his sole purpose is to make them memorable. So that the photos found were evidence that he had experienced the atmosphere of an English class with Mr. I as the P1X1 English teacher. He also added that the learning atmosphere in class X1 was very harmonious and conducive even during the learning process. The researcher found that students' level of activity and focus in X1 was almost perfect.

b. Picture by P2X1



Figure 2.3 English Class Activities in Class X1



Figure 2.4 English Class Activities in Class XI

Next, the photos above were captured directly by P2X1 in landscape and extended shot modes, showing all the conditions that occurred in class. While taking this photo, P2X1 revealed that he could not take a moment to read the prayer together in class. In the photo, P2X1 briefly and concisely explained how he took pictures like that in order to capture all the moments in one photo. It is also clear that the atmosphere of the English class from the P2X1 point of view represents the concept of independent learning in the independent curriculum, in which the teacher facilitates the material in class, and the children study with other children to find their learning achievements. This agrees with the appearance of P2X1 in the pictures. Then, based on data

from the results of the P2X1 photos, the photo shows a teacher teaching material to his students. P2X1's point of view through the photo comprehensively describes the atmosphere of the English class in implementing the independent curriculum.

c. Picture by P3X1



Figure 2.5 English Class Activities in Class XI



Figure 2.6 English Class Activities in Class XI



Figure 2.7 English Class Activities in Class XI

Then next, the photo presented is the result of a portrait from P3X1. Meanwhile, based on the photo, P3X1 explained that the atmosphere in the class was not very interesting to capture; he added clearly that when the photo was taken, the moment he saw could not be the best in the photo. However, he also revealed that there were no difficulties during the photo-taking. Through the photos taken, P3X1 defines that the English class is divided into three parts: the opening of the class (while reading the prayer), the middle class, and the end of the class (reading the prayer together). Of the three sections, P3X1 argues that the first photo is when the teacher finishes reading the prayer together; the teacher begins the lesson by introducing the material as Imperative Text, followed by intensive delivery. The last is a material review in the form of exercises before finally reading the prayer together. By referring to P3X1's statement, the researcher finds that P3X1's point of view looks objective and accurate. The photos presented also clearly explain that the indicators in the English class that apply the independent curriculum have been fulfilled, namely independent learning, critical and creative thinking, and objectivity in assessing a situation.

d. Picture by P4X1



Figure 2.8 English Class Activities in Class XI



Figure 2.9 English Class Activities in Class XI



Figure 2.10 English Class Activities in Class XI

Next is the photo result from P4X1. The photos presented present a more exclusive and attractive atmosphere from the P4X1 point of view. This is in line with the expression from P4X1 as follows:

'Taking photos in class was quite fun because I like taking photos. There are no difficulties while taking photos, only good angles at best. So that in the photo frame, the students look neat, not messy here and there.'

Likewise, the researcher found further meaning through the photos taken by P4X1. He explained straightforwardly and intelligently about the atmosphere in the class, even coherently, from when starting class learning to when the teacher explained the material to students who asked questions in class. According to him, every photo he takes has meaning, so the results of the photos P4X1 captures represent a communicative, informative, and accurate English class atmosphere. In this finding, P4X1 also explained that the photos he took had their aesthetics, including every angle the photo was taken very important to him, so P4X1 paid great attention to the neatness of the atmosphere and conditions before being photographed,

paying close attention to the primary indicators of the photo, such as thinking about people's perceptions when seeing the results of the photos taken by P4X1. This is in line with the results of the photos presented; the P4X1 is trying to express emotions and messages to be conveyed through intelligent visual composition. He uses the proper lighting techniques, background selection, and a balanced composition to create attractive and captivating photos.

During the photo-taking process, P4X1 revealed that he focuses on technical refinement and retaining the essence and true characteristics of the subjects he photographs. He tries to make the final result maintain the authenticity and natural impression of the moment captured in the photo.

e. Picture by P5X1



Figure 2.11 English Class Activities in Class XI



Figure 2.12 English Class Activities in Class XI



Figure 2.13 English Class Activities in Class XI

The last one is a photo from the P5X1. Based on the photos presented above, the P5X1 revealed that he had no difficulties during photo-taking. The angle of the photo used is landscape, with the reason that all events can be captured in one photo frame. This is also in line with the expression of P5X1 as follows:

'I took the photo with a back angle and landscape to make it look bigger and more numerous. At the opening of the class earlier, the Ustadz delivered the material, but only a few students paid attention, and some did not. Moreover, when doing assignments, you can see which one is doing it and which one is not doing it; some are joking too. During the closing, the class was immediately closed by the Ustadz, and he did not have time to read the prayer.'

P5X1 views the condition of the atmosphere that is not conducive in class as an exciting challenge. He saw that some students did not notice the teacher during the learning process. In the photos it takes, the P5X1 manages to convey this message through precise composition and exuding essence. In this case, P5X1 considers moments in class as exciting subjects to photograph. He sees learning activities as exclusive activities and has its coherence. Through these photos, P5X1 managed to describe events that occurred in the classroom in a unique and interesting way. Thus, the results of the P5X1 photos become a portrait that reveals life in the X1 class.

The researcher found that P5X1 has a subjective and critical attitude toward the surrounding environment,

especially in the context of learning. P5X1 unconsciously applies the concept of an independent curriculum through its perspective on the photographs taken. In its description, P5X1 reveals events that reflect the implementation of the independent curriculum. As for "Class X1 learning portraits," it is P5X1's way of conveying events that can be described through these photographs.

2. Student's Perception through Photo in Class X2

a. *Picture by P1X2*



Figure 3.1 English Class Activities in Class X2



Figure 3.2 English Class Activities in Class X2

Then the next one is the photo results from P1X2. Based on the photos above, P1X2 revealed that he had no difficulties during retrieval. However, the two photos taken by P1X2 depict that the class atmosphere looks peaceful and conducive. This is in line with the expression P1X2 as follows:

'The first photo is the condition of the class before reciting the prayers, but when they finish reading the prayers, the atmosphere becomes calmer and more orderly.'

Based on the expressions that P1X2 has explained, the researcher found that P1X2 could concretely differentiate the learning atmosphere before and after it started. By referring to this expression, it is clear that P1X2's observation skills are well-honed.

b. Picture by P2X2



Figure 3.3 English Class Activities in Class X2



Figure 3.4 English Class Activities in Class X2

The photos taken from P2X2 above have a different meaning. P2X2 explained in detail that there were no difficulties during the photo-taking process, but he needed to find the right time to capture the moment in class. All photo angles used are horizontal from the front and rear angles, showing the preparation for starting class and when learning takes place. Concerning this, this is also in line with the explanation from P2X2 as follows:

'This first photo shows the atmosphere after reading the prayer, preparing for studying and starting to pay attention to the teacher. For the second photo, it is seen listening to the teacher explaining material about Narrative Text. So the class atmosphere looks

like this, even though there is a small quantity of chaos in class'.

Based on the expression from P2X2, it was revealed that there were exciting moments during the class. The English teacher drew several animal characters on the blackboard, and the students then continued the story by guessing what would happen next based on the pictures. This activity attracts students' interest and provides an in-depth perspective for P2X2 in conveying meaning through the photographs taken. Through these photos, P2X2 conveys deep meaning involving imagination, creativity, and student participation in learning. P2X2 captures this moment as proof of how activities that interest students can effectively strengthen student understanding and involvement in learning.

3. Student's Perception through Photo in Class X3

a. Picture by PIX3



Figure 4.1 English Class Activities in Class X3



Figure 4.2 English Class Activities in Class X3



Figure 4.3 English Class Activities in Class X3

Next are the photos taken by the P1X3. As seen above, the P1X3 explains that there were no difficulties during the photo-taking process and the photo angle used; the P1X3 uses landscape mode to get the entire moment in one photo. The three photos presented represent the opening

of the class when learning takes place and reading prayers together. This relates to the expression explained by P1X3 as follows:

'In the first photo, we read a prayer together, as usual, to start learning, then continued explaining the material. While in class, Ustadz explained the material in a humorous way, namely Narrative Text; Ustadz described several animal characters in class, and we continued the animal stories to the end, so the class atmosphere was more interesting and exciting. If the last photo is when we read a prayer together, the class atmosphere becomes more calm and orderly.'

P1X3 addressed that he found something was interesting in the photos he took. In the third photo, P1X3 captures the moment one of the children is glancing at the camera; this is funny and witty for him. The researcher also found that the P1X3 point of view refers more to the nature and nature of each character in the class. This is in line with how the body language, expressions, and emotions conveyed by P1X3 are included in the euphoria category. Feelings of happiness, pleasure in expressing feelings, and a raised tone of voice accompanied by laughter indicate the collaborative

nature of students in character education and creative expression.

b. Picture by P2X3



Figure 4.4 English Class Activities in Class X3



Figure 4.5 English Class Activities in Class X3



Figure 4.6 English Class Activities in Class X3

Furthermore, like the photos presented above, these photos are portraits from P2X3. P2X3 explained that the photos taken had their meaning, starting from the first photo; he explained that before starting the lesson, there was a group prayer reading session. Continuing with the second photo, P2X3 revealed that the active teaching during the English class resulted in solid chemistry between the teacher and students. And then, in the last photo, after the completion of the lesson, there is a moment captured by P2X3, namely, the class atmosphere becomes controlled.

From the findings above, the researcher found that the student's observation level had increased significantly. P2X3 is an individual who is confident in expressing the implied

meaning through the photographs he takes. This also reflects the implementation of the independent curriculum in English classes, where students show respect, comprehensive observation, and self-confidence. More sensitive observations from students show their ability to see and understand more in the context of learning. They observe what is on the surface and can also see the hidden and deep meaning behind the photos they take. This shows the cognitive development and analytical skills of increasingly mature students.

P2X3's confident attitude in expressing meaning through the photos he took illustrates the courage and confidence of students in conveying their views and interpretations. They do not hesitate to share their perspective with others through their photography work. This confident attitude also reflects a sense of pride in their own work and confidence in their ability to convey meaning through visual mediums.

The implementation of the independent curriculum in the English class can be seen in the respect, comprehensive observation, and self-confidence shown by students, such as P2X3. The independent curriculum allows students to develop critical thinking skills, creativity, and self-expression. This results in students who are more

independent, active, and confident in conveying their ideas and meanings through various mediums, including photography.

c. Picture by P3X3



Figure 4.7 English Class Activities in Class X3

The next one is a photo from P3X3. Based on the findings above, he then explained that there were no difficulties while taking photos, especially in the photo mode used by the P3X3, which is landscape, because all the particles and atmosphere are captured in one photo. The reasons explained by P3X3 were similar to the others. However, the researcher found that he researched the conditions around the class very well. This is equivalent to the expression explained by P3X3 as follows:

'This photo is about how we should start learning with greetings, asking how the teacher and students are doing. Then after that, we start to enter the learning process, the process of gaining knowledge, and what is clear is that the final activity is reading a prayer together.'

He claims that the conditions depicted in the photo—which include a prayer and greetings at the beginning of the school day and a prayer at its conclusion—are standard operating procedures at SMAIT Ukhuwah. Although not much different from Islamic schools in general, P3X3's understanding of religious indicators shows that they have achieved one of the achievements of the independent curriculum, namely the religious aspect. Furthermore, P3X3 added in his statement that the English teacher in their class created an exciting and fun atmosphere. This shows that the teacher can present learning that is not only informative but also entertaining and interesting to students.

d. Picture by P4X3



Figure 4.8 English Class Activities in Class X3



Figure 4.9 English Class Activities in Class X3

Switches to photos from P4X3. As shown in the picture, P4X3 describes the atmosphere of the English class

clearly and informatively. In this regard, it is also in line with the P4X3 statement as follows:

'Before starting the lesson, we prayed to get blessings while studying. Then the next photo is the essence of the school, namely learning. Today we learned about Procedure Text and Narrative Text. Because you have read the prayer at the beginning, the class is closed with a prayer to add more blessings.'

Based on the expressions that have been explained, P4X3 expressively explains the process of learning English that is communicative, creative, and interesting. In his view, the learning process must include religious indicators, persistence, and seriousness in class. The English class provides an approach that attracts students' interest in continuing to learn and sharpening their cognitive abilities through respect for religious norms. P4X3 enthusiastically conveyed how the English learning process was carried out with a communicative approach. Students are invited to interact actively, use English in various activities, and involve their creative abilities in expressing ideas and understanding. This creates a dynamic learning environment and inspires students to continuously participate in the learning process.

It is crucial for P4X3 that the learning process is also based on religious values. In English classes, students are taught to uphold religious values, such as discipline, perseverance, and seriousness in learning. Thus, the learning process not only hones academic skills but also shapes students' character and spiritual attitude.

In P4X3's view, attracting students' interest and respecting religious values is essential to creating a comprehensive and meaningful learning environment. In this way, students become proficient in English and are formed as individuals with cultural sensitivity, moral integrity, and a passion for pursuing knowledge.

e. Picture by P5X3



Figure 4.10 English Class Activities in Class X3



Figure 4.11 English Class Activities in Class X3

Then the last one is the photo results from the P5X3. In his in-depth description, the P5X3 revealed that he found no difficulties during the photo-taking process, and the photo mode he used was a portrait. In this case, P5X3 describes in depth the activities during English class learning as follows:

'Earlier, we studied Narrative Text, General Structure, and vocabs related to Narrative Text. In the second photo, the camera caught an exciting thing, namely, one of my friends tying his tie to his head. In my opinion, this is a form of enthusiasm for a student to receive the material provided so that it is

easy for him to understand the material during the lesson.'

Concerning what has been explained by P5X3, the enthusiastic attitude of the students in class X3 gave positive results in implementing the independent curriculum. They show a strong interest in the learning process through their body language, ability to accept subject matter, and cheerful expressions radiating from their faces. The enthusiastic attitude of the students reflects a high level of motivation and involvement in the learning process. They show a genuine interest in acquiring new knowledge and skills. Their cheerful expressions also reflect the joy and satisfaction they feel while learning. This shows that the implementation of the independent curriculum has succeeded in arousing the enthusiasm and enthusiasm of students in the teaching and learning process.

In addition, the student's ability to use body language to communicate shows their interpersonal intelligence. They can convey messages and expressions nonverbally, which enriches interaction and communication in the classroom. The ability to accept good material also shows that the independent curriculum has facilitated an adequate and relevant learning process for students.

Through expressions of high interest in learning, the ability to accept material, and cheerful expressions, students in class X3 describe the positive results of implementing an independent curriculum. They participate in learning and show passion and enthusiasm, which enriches their learning experience.

2. Challenges Faced by English Speaking Teacher In Implementing The Independent Curriculum

a. Multiple Instruments Assessment

The new curriculum's adaptability represents the most significant shift from the K–13 model it replaces. Mr. I, class X's English teacher, has revealed this information. What he said was as follows:

'How do I teach students in the independent curriculum similar to kurtilas (curriculum 13). However, there have been major changes in implementing the independent curriculum, that is making instruments (questions) based on to the abilities of each student.'

In the Independent Curriculum, teachers can provide subject matter according to the needs and abilities of students. It can be given in a relaxed manner. However, teachers can plan lessons creatively based on their needs, which is essential for assessment, and freedom in choosing the primary material. The condition of the student and the school also determines the minimum pass score.

Learning Outcomes, Learning Objective Flow, and a twenty percent project-based learning process are also different. The change in the curriculum from K13 to the Independent Curriculum is a breakthrough in the education system in Indonesia. This is a significant revision for teachers. Fortunately, before the Independent Curriculum was implemented nationally, the Ministry of Education and Culture provided adjustments and preparations. They are using the Implementation of the Independent Curriculum (Implementation of the Independent Curriculum). This is a good step given by the government. Because we need to reflect on the previous curriculum in Indonesia, they are brilliant in concepts and ideas, but the results need to be revised. Based on the Decree of the Minister of Education, Culture, Research, and Technology Number 56 of 2022, this curriculum will be fully implemented for all academic units in 2024. Therefore, the Implementation of the Independent Curriculum (IKM) or the Implementation of the Independent Curriculum can be applied as a preparatory curriculum. This aligns with the results of an interview with one of the teachers the the researcher examined in this study. He said that the transition from the previous curriculum (K-13) mainly had stayed the same with the Merdeka Curriculum; it was just that the readiness and teaching modules presented to students were new things for teachers, especially English teachers. The media used is no longer based on books but can be transformed

with other media such as Canva. He also added that the material taught to students could be the same, but their level of understanding in class would be different.

Based on the findings that the researcher have obtained, the challenge faced by English teachers in English-speaking classes in implementing the independent curriculum is that the English teacher must create instruments (questions) on a large scale based on the abilities of each student in the class. This was disclosed by Mr. I through in-depth interviews with the researcher, as follows:

'Every teacher, especially like me, must classify each student's ability to master a lesson. In this case, teachers are also asked to be able to carry out differentiation learning from Low-level students to High-level students. Roughly speaking, there are castes in the student's level of ability and understanding in the class. Thus, giving assignments and grades remain following the abilities possessed by each student. Those standards cannot be equated with High-level standards, how many scores they get, that is, students' ability to learn in class.'

In line with the explanation from Mr. I, the researcher found that another challenge that teachers face in teaching speaking classes in the independent curriculum is that teachers must teach listening and speaking skills at the same time; they cannot be separated like

what curriculum applied in the past; the material is taught based on to the modules and learning outcomes.

In order to address this issue, Mr. I provided a substantial explanation regarding his establishment of a community among fellow English teachers within the school. This community serves as a platform for sharing and addressing one another's challenges. In the context of the community in question, collective examination, deliberation, and resolution of issues are undertaken, guided by the most suitable approaches for effectively addressing the problem.

b. Different Standard of Minimum Completeness of Mastery Learning



Figure 5. Captured by Teacher, Different Standard of Minimum Completeness of Mastery Learning in class XI

Class XI English is depicted in Figure 5, along with its environment. Figure 5 shows that the students are completing the English teacher's assigned task. After conducting in-depth

interviews, he explained that class XI students were working on assignments to measure how far they understood the material given last week. This is expressed intensively as follows:

'Regarding the photo, the students are taking scores in groups. So earlier, they were partners (both of them, on a bench, next to them), after that; as usual, there must be a discussion between friends, PBL (Problem-Based Learning); there are no detailed instructions; the instructions have been written on the instrument paper earlier. Then I gave directions and said, please, students, read the instructions on the paper, discuss with your friends what instructions to do, then do as instructed. There was a slight obstacle in one of the groups; it turned out that they were in the same group as low-level students. First, it needs to be accompanied. Moreover, the second one needs to be translated; the rest (of the group) does not matter.'

This shows that students' level of understanding in class XI is reviewed through the assignments given and seeing which phase they are in. When getting this 1st picture, Mr. I, as an English, gives an overview (a sample from class XI) or a glimpse of how the atmosphere of the English class has implemented the independent curriculum. Not much different from picture 1 taken by Mr. I, pictures 2 and 3 that the researcher will display also have multiple

meanings. Because the data that the the researcher got were taken directly by participants from classes X1, X2, and X3.

Based on the findings in this study, Mr. I revealed that the difference in understanding the material is more flexible. In English-speaking classes, speaking and listening skills must be taught as one or combined between the two. This is because, in the independent curriculum, material specifically about speaking and listening skills is no longer taught in a textbook but must be implemented or applied directly in class. Furthermore, material about speaking and listening in English cannot be combined with other abilities, such as reading, grammar, and vocabulary.

c. Teaching Materials

In this study, the researcher found that Mr. I implemented the independent curriculum in English-speaking classes with considerable changes. Talking material in the independent curriculum is no longer taught in detail, is no longer taught according to the module material, and does not focus on the teacher. In the English-speaking class, the teacher acts as a facilitator and supports students' abilities during class. This finding is in line with the results of observations made by the researcher during six observations. As many as two observations, the researcher found that the ability to speak English was applied directly without using material that was already in the module. Mr. I draw some characters

on the blackboard at the fifth meeting to invite students to create an imaginary story (Narrative Text). Several students looked enthusiastic in conveying the storyline to the front of the class so that the blackboard was full of unique and funny pictures. This strategy is carried out simultaneously with communication speaking in English; interactions between Mr. I and the students in the class looked very active and intensive. In addition, media such as PowerPoint are also used by Mr. I in learning English, PowerPoint is presented in full English, and Mr. I explains material about narrative in front of the class. Various questions were raised by students, such as whether it is permissible for us to determine the storyline in a narrative text; as a writer, Mr. I immediately explained the parts of narrative text in class. During class, speaking ability is implemented to students with Mr. I conduct light dialogues and justify students' pronunciation if something needs to be corrected or corrected.

d. Teaching Modules

Modules, RPPs, or Learning Implementation Plans are now presented in a format different from the traditional word document utilized in the prior curriculum. Teaching Modules can also be utilized through alternative media, such as being adapted with the usage of Canva. The instruction of speaking material is not conducted independently from the instruction of listening material.

English teacher should simultaneously instruct students in both Speaking and Listening skills. However, this does not pertain to Reading and Grammar, as these are still instructed as distinct subjects.

When the Independent Curriculum is introduced in English speaking class, mid-term exams are no longer utilized. Instead, they are substituted with mini-projects or formative tests. The assessment methodology continues to employ individual assessments, categorizing individuals into High, Middle, and Low-level based on their performance. In this scenario, the process of evaluating each child takes a significant amount of time, and the evaluation model does not use numerical values. Instead, it relies on detailed and comprehensive descriptions.

B. Discussion

Following the presentation of data as described above, the researcher writes and analyses the results. This study provides answers to three research questions. Once the research had been completed and all the data had been analyzed, the researcher would have wished to present the findings and make connections to the appropriate theory. A breakdown of these results is shown below.

1. English Speaking Class Activities in The Implementation of The Independent Curriculum Through Students' Perceptions

The student's perceptions of the English-speaking class activities in the independent curriculum exhibit a range of perspectives. The students' perceptions are strongly correlated with the practical application of an independent curriculum in an English-speaking classroom, as evidenced by their photographs. A comprehensive analysis was conducted on the student perceptions derived from the photographs captured from English Speaking class during the Class X1, X2, and X3 activities at SMAIT Ukhuwah Banjarmasin.

1. Student's Perception through Photo in Class X1

In order to get a good overview, P1X1 shot the scene from behind the classroom in landscape mode. P1X1 overcame obstacles like timing and student interference to take a series of photos, the best of which is displayed. These pictures show the students listening intently to the teacher and actively participating in their education (Chandrawati, 2020; M. Ramadhevi & Dr. S. Rajaprakash, 2022). P1X1 aims to leave an impression with its harmonious and focused environment. The study found that participation and attention levels in X1 classes were exceptionally high. According to P1X1, while capturing photographs of English-speaking activities in class, he perceived a greater sense of organization and discipline. This is demonstrated by the perspective captured in the photograph shot by P1X1, which exhibits the benches' orderly arrangement and

the students' attentive posture as they listen to the English teacher's explanation. This finding aligns with Brown's (2004) study's speaking component under the comprehension part, which suggests that effective communication in class requires speakers and listeners to have a thorough understanding of the material.

Through landscape and extended shot modes, P2X1 captured the classroom environment directly. The methodology used by P2X1 is consistent with the educational philosophy of student-driven learning. Images show teachers facilitating material and students working together to meet learning objectives. These pictures capture the feel of the classroom and how the independent curriculum is being used. P2X1 indicates that the classroom environment exhibits effective instructional practices, including active engagement and communication between teachers and students (John et al., 2018; Yalley et al., 2020). His photograph possessed significance in his perspective, explicitly depicting the students' fervor in acquiring English language skills. This discovery aligns with the speaking aspect of Brown's (2004) fluency section, highlighting the need for successful communication between teachers and students.

Using a portrait-oriented approach, P3X1 captured critical moments from an English class, including the opening prayer,

the presentation of new material, and a review of previously covered material. The perspective of P3X1 is accurate and objective. Indicators of independent curriculum, such as student initiative, analytical reasoning, and impartial evaluation, are depicted visually (Alshaer et al., 2016; Sari et al., 2021). Despite P3X1's biased interpretation of the setting, the images successfully illustrate key concepts from the course material. P3X1 claims that capturing images of classroom instruction lacks the appeal to be immortalized. This is due to multiple students walking back and forth in the classroom. P3X1 also documented a photograph depicting students facing the opposite direction while the teacher presented the topic to the class (figure 2.5).

The passion and talent P4X1 has for photography shines through in their striking and unique images. Pictures from P4X1 show the instructor elucidating concepts and the students asking and answering pertinent questions. P4X1 places a premium on photography's aesthetic and technical aspects to ensure that messages and feelings are conveyed precisely. The images depict an open and informative environment conducive to learning English. P4X1 states that, despite the seemingly organized classroom environment, the open contact lines between instructors and students do not contribute to an anxious

or frightening learning environment (Copoc, 2021; Moola et al., 2014). Conversely, P4X1 divulged that he relished capturing the delightful English class activities through photography. Each picture, in his opinion, conveys a unique message. Several students and the English teacher are seen chatting in Figure 2.9. According to P4X1, this is an example of how the English class is refreshing. This finding aligns with Brown's (2004) speaking component in the comprehension portion. The question-and-answer activities between teachers and students in the English-speaking class align with the speaking component, contributing to speaking English's success.

P5X1 took pictures from all sides of the classroom, highlighting the difficulty of keeping students interested and involved in class. Students' attention, distraction, and humor can all be caught on camera in P5X1's photos. Despite difficulties, P5X1's method reflects the independent curriculum, showcasing the class's individuality and unity. The pictures show how P5X1 feels about the classroom, and that feeling is critical and subjective. P5X1 claims that the classroom climate could be more productive because some students ignore their teacher throughout class (figures 2.11 and 2.12). P5X1 clarified, nevertheless, that despite the unfavorable conditions, the classroom climate was far from rigid and uncomfortable; on the

contrary, it grew dynamic, entertaining, and engaging (Speranskaya et al., 2020). This observation aligns with the research conducted by Intopiana et al. (2021), which indicates that various speaking activities are implemented inside English classrooms. Group discussions and teacher-led question-and-answer sessions emerge as the predominant activities in these instructional settings. Engaging in these activities can facilitate the development of students' oral communication skills, bolstering their courage and self-confidence. Additionally, these activities can influence students' perspectives on speaking exercises' efficacy in the English classroom. This inference aligns with Brown's (2004) study's speaking component, namely in fluency and comprehension. In this section, speaking activities in the classroom grow more intense, with the teacher taking on the role of a questioner and students actively participating by answering these questions.

2. Student's Perception through Photo in Class X2

The photographs taken by P1X2 show a dramatic change in the mood of the classroom between before and after the recitation of prayers. P1X2 reported no issues with successfully recording these instances. The images depict a calm and orderly scene following the prayers, implying the ritual has a calming effect. If they could pick up on and accurately portray this

distinction, P1X2 has keen observational skills and an awareness of class dynamics. P1X2 reported that the English-speaking session was noticeably calmer and more organized. Figures 3.1 and 3.2 depict a serene classroom environment where students attentively listen to the English teacher's explanation without making much noise (Faiqah Mahmudah & Ummi Rahmah, 2021; Zohoorian & Faravani, 2021). This discovery aligns with the speaking aspect of Brown's (2004) comprehension part, where students attentively listen to the English teacher's explanation during the speaking class.

The photographs taken by P2X2 offer a descriptive account of the classroom setting. P2X2 said that taking the photos presented no difficulties but that timing was crucial. The first image depicts the transformation from prayer to concentrated study preparation. In the second image, students listen intently as their instructor presents information about narrative texts (Faiqah Mahmudah & Ummi Rahmah, 2021; Zohoorian & Faravani, 2021). P2X2's pictures show exciting and engaging moments in class, despite moderate disarray (John et al., 2018; Yalley et al., 2020). At the same time, P2X2 claims that the English teacher's description of multiple class members disrupted the previously serene environment. Figure 3.4 shows that when the English teacher presents the class subject, the

students listen attentively, remain calm, and respond with smiles and laughter. This finding aligns with the speaking components Brown (2004) discussed in the fluency and comprehension section. It indicates that both teachers and students possess a solid grasp of the learning material in the classroom.

P2X2 is more nuanced because students actively participate in a storytelling activity involving animal characters and attempt to predict what will happen next. These pictures illustrate the importance of using activities that encourage student interaction and participation in the learning process (Muhammad et al., 2018). P2X2's careful observation of important classroom moments and use of multiple camera angles demonstrate a deep familiarity with the classroom setting. This finding aligns with the speaking components outlined by Brown (2004) in fluency, comprehension, and pronunciation. The activity described intensifies English-speaking activities by introducing new model activities, such as connecting stories on the blackboard. In addition, students in the class guess and even create stories by speaking English aloud.

The findings of this study reveal that the P3X2, P4X2, and P5X2 exhibited a notable deviation from the the researcher' prescribed image collection protocol. In photography, the esteemed individuals P1X2 and P2X2 have shed light on the

intricate dynamics at play. They assert that P3X2, P4X2, and P5X2 have assumed a pivotal role in the shooting process, deftly maneuvering the realm of visual storytelling. These skilled individuals can deftly direct the camera angles, ensuring that each frame captures the subject matter's essence. Furthermore, their discerning eye enables them to curate a collection of photographs that possess aesthetic appeal and convey profound meaning. P3X2 claims that P4X2 and P5X2 had a collaborative conversation that led to the photo he sent to P1X2 and P2X2. As a result, P3X2, P4X2, and P5X2 show that the classroom environment is active, engaging, and conducive to learning.

The findings presented in this study align with the research conducted by Khairunnisa et al. (2021a), which demonstrated that most students exhibited favorable perceptions of storytelling. Students perceived storytelling as an engaging medium that stimulated their motivation to enhance their speaking skills, encompassing aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. Students also get several benefits through storytelling, including enhanced self-confidence, improved communication skills, and the ability to effectively articulate and comprehend topics while integrating their own words and expertise.

3. Student's Perception through Photo in Class X3

Photos from P1X3 show the progression of the class from beginning to end, from prayer to learning activities, and back to prayer. The photos do a great job of capturing the ebb and flow of the classroom dynamic. P1X3's decision to shoot in landscape mode emphasizes their desire to capture the full scope of the educational experience. The researcher found that P1X3's emphasis on character observation—through facial expressions and tone of voice—illuminated the joy and teamwork among the students. This viewpoint is consistent with the objective of the non-traditional curriculum, which is to encourage personal growth and the free expression of ideas (Andrew et al., 2021; Waks, 1981). P1X3 claims that he caught a humorous incident that occurred in the English lesson. A student fiddles with his tie and wraps it over his head in figure 4.2. Case in point: P1X3 said that exactly those kinds of things kept them engaged and awake in class. This discovery aligns with the speaking component of Brown's (2004) fluency section, which emphasizes students' ability to articulate the content learned in their English speaking class effectively.

The photographs taken by P2X3 tell the story of the class from the beginning, when the students are gathered for prayer, to the end, when the classroom is quiet and orderly. The analysis emphasizes P2X3's capacity to convey implied meanings and a

more nuanced comprehension of the learning process. According to the study, P2X3's self-assurance in conveying meaning through photography indicates their advanced level of cognition, analytical skills, and mastery of observing and capturing pivotal moments (Aswanti & Isnaeni, 2023). P2X3 said he showed that there was total unity amongst the instructors and students in the classroom. The environment in the English class is well-structured, orderly, and disciplined, as seen in figures 4.4 and 4.5. (Thilagaratnam & Yamat, 2021). The finding aligns with the speaking component outlined by Brown (2004) in the fluency, comprehension, and pronunciation domains during speaking class exercises.

Photos taken by P3X3 show the class's regular procedures, such as opening and closing prayers, and the teacher's humorous approach to maintaining the students' attention. According to the findings, P3X3 has nailed a crucial part of the homeschool curriculum by carefully observing and aligning with religious aspects (Adila et al., 2023). P3X3 clearly values a stimulating and interactive classroom setting, as evidenced by their focus on the classroom atmosphere and the instructor's participation (Thilagaratnam & Yamat, 2021). P3X3 claims that the English teacher creates an engaging and entertaining classroom environment. It is clear from figure 4.7 that he also mentioned

how engaging and amusing the offered information was, which contributed to their successful comprehension of the topic. This discovery aligns with the speaking component Brown (2004) discussed in terms of fluency and comprehension.

The photos taken by P4X3 do a great job of showing how interactive and engaging the classroom is (John et al., 2018; Yalley et al., 2020). The independent curriculum is reflected in P4X3's moral and ethical development emphasis. Their account exemplifies an awareness of the importance of both academic mastery and character development in a well-rounded education. The researcher admires P4X3's dedication and the thoroughness with which it captures the essence of English acquisition. P4X3 claims that classroom instruction in English is engaging, dynamic, and full of opportunities for creative expression (Yuniari & Sudarmawan, 2023). He continued by saying that the lesson's content would be blessed if they prayed before and after each class. The English teacher's lessons are therefore easily comprehensible. This discovery aligns with the speaking component Brown (2004) discussed in the fluency and comprehension sections.

The photos taken by P5X3 perfectly capture the students' energy as they dive into the material and enjoy the learning process. P5X3's analysis supports their perceptions of the

dynamics among their peers. They noticed, for example, that one student wore a tie around their head. The researcher applauds P5X3 for their keen awareness of the dynamic nature of the classroom and their enthusiastic participation in the learning process. P5X3 claims that he became excited about learning because of the class environment (Ford & Kea, 2017). As seen in Figure 4.10, the students observe the teacher as they stand before the class. Figure 4.11 also depicts a student who has tied a knot over his head. This is in keeping with the images from P1X3, which show that the English class has a lively, engaging, and amusing environment for learning. This discovery aligns with the speaking component Brown (2004) discussed in the fluency and comprehension parts.

The findings presented in this study align with the research conducted by Khairunnisa et al. (2021), which demonstrated that most students exhibited favorable perceptions of storytelling. Students perceived storytelling as an engaging medium that stimulated their motivation to enhance their speaking skills, encompassing aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. Students also get several benefits through storytelling, including enhanced self-confidence, improved communication skills, and the ability to

effectively articulate and comprehend topics while integrating their own words and expertise.

2. Challenges Faced by English Speaking Teacher In Implementing The Independent Curriculum

a. Multiple Instruments Assessment

The analysis of the data conducted by the the researcher reveals that the transition from curriculum 13 to the independent curriculum had a significant and noteworthy effect on its Implementation in English-speaking classes. In align with this, Huriyah et al. (2022) revealed that the independent curriculum was implemented through academic and non-academic programs at Kak Seto Surabaya. These programs aimed to encourage more frequent and meaningful interactions between parents and their children's school through activities in which the parents took an active role. The Friday Class is a part of Kak Seto's homeschooling program that includes various student-engagement activities, such as cooking lessons and group art projects. Recognizing the needs and circumstances of students in acquiring academic and non-academic skills that benefit their personal growth and the betterment of their surroundings, Kak Seto's Homeschooling adopted an independent curriculum. In addition, The Ministry of Education and Culture took proactive measures to ensure a smooth national transition to the Independent Curriculum. The user is referring to the utilization of the Implementation of the

Independent method. The government's decision to take this step is commendable. The current curriculum in Indonesia has been successful in terms of conceptualization and generating innovative ideas. However, there is a need for a thorough evaluation and revision of the outcomes it produces. In addition to the previous explanation, it is essential to note that the transition between Curriculum 13 and the independent curriculum involves several key components. These include readiness assessment, the development of teaching modules, the preparation of lesson plans, and the evaluation of student performance to determine the extent to which learning outcomes can be achieved (Sinulingga et al., 2021). These elements play a crucial role in facilitating a smooth transition and ensuring the effective Implementation of the independent curriculum. In the given context, it is imperative to highlight the profound implications of this alteration on the English teaching community.

According to the researcher's observations, implementing this independent curriculum allowed English teachers to provide relevant speaking materials that easily matched students' skills. Mr I. exemplified this as English teachers at SMAIT Ukhuwah Banjarmasin; they were granted autonomy in selecting materials, including determining the difficulty level and the significance of the content, creating lesson plans, generating questions, and developing

customizable modules. Sources for material are no longer books or textbooks but can be periodicals, journals, articles, and newspapers in cooperation with online media. The research conducted by Agnia & Halimah (2023) supports the notion that the role of instructors in the learning process differs slightly from what is suggested in the 2013 curriculum. This finding aligns with previous studies on the topic. Independent Curriculum serves as a valuable resource for educators across a wide range of subjects, offering assistance in finding diverse teaching materials and learning tools. On the other hand, Kustini (2023) discovered The Independent Curriculum allows teachers to select content while emphasizing the development of English proficiency in six language skills: listening, speaking, reading, viewing, writing, and presenting across different text formats. This approach aligns with the research findings by the researcher. In today's educational landscape, students are increasingly being encouraged to take a proactive approach to their learning by exploring a wide range of resources available on the internet. This shift in perspective acknowledges that teachers are no longer the sole providers of knowledge and skills but rather facilitators of learning experiences. By actively seeking out various materials online, students can supplement their classroom education and gain a more comprehensive understanding of the subjects they are studying. This approach empowers students to take ownership of

their education and engage in self-directed learning, ultimately fostering a more independent and well-rounded learning experience. Teachers possess a range of competencies that enable them to implement the curriculum effectively. These competencies encompass educational, personality, social, and professional aspects (Illescas & Perez, 2022). Implementing this curriculum, as mandated by the Decree of the Minister of Education, Culture, Research, and Technology Number 56 of 2022, is set to be fully executed across all academic units by 2024. Implementing the Independent Curriculum (IKM) can be effectively utilized as a preparatory curriculum.

Based on the findings presented in this study, Mr. I have discovered discrepancies in English speaking classes. The variation arises due to the disparity in the English language proficiency of students in classes X1 to X3. In the context of English-speaking classes, it is essential to integrate the teaching of speaking and listening skills, recognizing their inherent interdependence. This is in keeping with the findings of An Giang (2022) who found that, given the significance of exposure to English for skill development, having students use their home tongue in English classrooms can actually hamper their speaking and listening abilities. The absence of dedicated speaking and listening skills material in the independent curriculum necessitates directly implementing and applying these

skills within the classroom setting. In addition, it is essential to note that material about English speaking and listening skills should be separate from content related to other language abilities, such as reading, grammar, and vocabulary. By virtue of the fact that, differentiated instruction has become a pedagogical approach that educators can employ to effectively address the diverse needs of students with varying levels of understanding and unique characteristics. Teachers can create a more inclusive and engaging learning environment by tailoring instruction to accommodate individual learning styles, preferences, and abilities (Fung et al., 2023). This strategy recognizes students' strengths, weaknesses, and interests and aims to provide them with appropriate learning opportunities that promote growth and success. Differentiation, as described by Wijaya et al. (2020) is an instructional approach that tailors teaching and learning activities to accommodate students' diverse abilities, preferences, and individual needs. This method ensures that learning effectively caters to each student's unique characteristics and promotes optimal learning outcomes. Integrating technology into the learning process is a crucial aspect of the differentiation-based Merdeka Belajar curriculum in the 21st century. The challenge teachers encounter when instructing speaking classes in the context of an independent curriculum underscore the interconnectedness of language skills. In contrast to

previous curricula, which typically treated listening and speaking skills as distinct entities, the independent curriculum mandates that educators integrate and teach these skills concurrently. The curriculum is organized into distinct modules and learning outcomes, with a strong emphasis on adopting a comprehensive approach to language acquisition.

The finding presented here is consistent with the research conducted by Brown, as referenced by Abidin (2012). Based on the findings of this study, it is evident that the acquisition of speaking skills necessitates the provision of abundant opportunities for students to engage in speaking practice across diverse contexts. Furthermore, it is crucial to concurrently foster the development of other language skills alongside speaking proficiency. The development of proficient speaking skills is achieved through regular and practical application, wherein the habituation process plays a pivotal role. In order to achieve proficiency in oral communication, students must have ample opportunities to engage in a wide range of speaking situations. This exposure lets them become acquainted with various communication scenarios, enhancing their speaking skills.

In response to this challenge, Mr. I has implemented a collaborative solution. The individual in question successfully created a network of like-minded English teachers within the

educational institution, cultivating a supportive atmosphere that encouraged the exchange of knowledge and resources among colleagues. Within this community, educators convene to exchange personal experiences, engage in discourse surrounding prevalent challenges, and collaboratively pursue resolutions. Through the collaborative effort of sharing their expertise and drawing from their collective experiences, teachers can engage in a mutual learning process (Sullivan, 2012; Whinnery et al., 2020). This allows them to identify and explore practical strategies that can be employed to address the various challenges encountered when teaching speaking skills within the context of an independent curriculum (Mukhibat, 2023; Porta & Todd, 2022). The collaborative nature of the community fosters an environment conducive to engaging in in-depth discussions and debates regarding different facets of language teaching (Pu & Weng, 2023). This enables teachers to benefit from a wide range of perspectives and insights. Through collaborative efforts and the sharing of insights, individuals can develop informed and customized solutions that address the unique circumstances of their educational institution and its students (Bowen & Kisida, 2019).

In addition, the community functions as a valuable platform that facilitates ongoing professional growth, fostering a culture of continuous learning among educators (Doris, 2023; Luján García,

2021). It actively promotes the importance of teachers remaining well-informed about the most recent advancements and optimal approaches in language education. The continuous nature of this learning process allows teachers to enhance their instructional techniques and remain flexible in the constantly changing field of language teaching.

In summary, effectively teaching speaking skills within an independent curriculum necessitates implementing an integrated approach to language learning. This approach emphasizes the concurrent development of both listening and speaking abilities. Based on extensive prior research, it is evident that offering a wide range of practice opportunities and fostering habituation are essential factors in enabling students to achieve mastery of speaking skills. Establishing a collaborative community by Mr. I and his fellow English teachers showcases a proactive and highly effective approach to tackling the challenges. Through the collaborative process of sharing experiences, studying problems collectively, and arriving at solutions together, teachers can develop a higher level of proficiency in navigating the intricacies of language education. This, in turn, allows them to significantly enhance the overall learning experience for their students.

b. Different Standard of Minimum Completeness of Mastery Learning

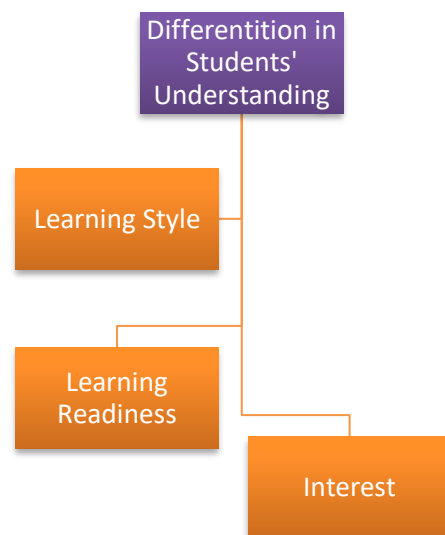
Mr. I next challenge is that English teacher is asked to provide a detailed and organized description of each student's English-speaking skills on their report card. This result is consistent with those of Metekohy (2021). Based on his research, English teachers are vital in providing detailed and organized descriptions of each student's English proficiency on student reports. His research indicates that detailed explanations are necessary to reflect students' achievements accurately. Furthermore, Abrar & Syahputra (2021) demonstrated that students' learning achievement is significantly correlated with their English teachers' proficiency, highlighting the importance of teacher quality on student results.

As an English teacher, Mr. I clearly understand the significance of evaluating his students' readiness and comprehension abilities. To accomplish his goal, he developed a strategic methodology that involved the creation of a diverse range of assessment instruments tailored to the unique skill sets of his students. The utilization of assessment tools provided the individual with the ability to effectively evaluate the readiness and comprehension of each student regarding the subject matter at hand. Students are not only expected to acquire knowledge through traditional methods but also to effectively utilize technology to enhance their learning experience (Joshi, 2023). In recent years, there has been a notable shift in the education landscape of Indonesia. Traditionally, the country heavily

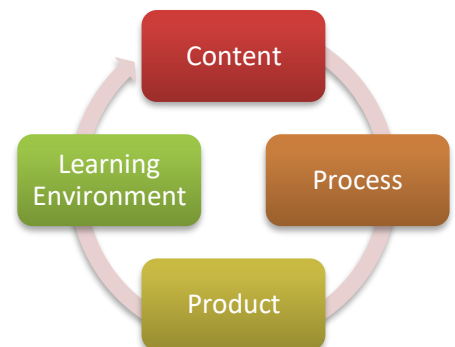
relied on textual books as the primary medium for imparting knowledge. However, a significant transformation is underway as digital products, such as e-books and learning videos, are increasingly replacing their traditional counterparts (Arum & Wulandari, 2023; Karagöz et al., 2023). This transition marks a departure from conventional education delivery methods and highlights the growing influence of technology in the Indonesian education system. Adopting digital resources offers several advantages, including enhanced accessibility, interactive learning experiences, and the potential for personalized education (Yan et al., 2021). By embracing e-books and learning videos, students can now access educational materials anytime and anywhere, eliminating the constraints of physical textbooks. This increased accessibility empowers learners to engage with educational content at their own pace, fostering a more flexible and self-directed learning environment.

Moreover, digital products provide a dynamic and interactive learning experience. Through multimedia elements, such as videos, animations, and interactive quizzes, students can actively engage with the content, promoting more profound understanding and knowledge retention. This shift in differentiated learning is an instructional approach considering students' unique circumstances and characteristics, ensuring they receive an equitable education that

meets their needs and differences (Herwina, 2021). This approach recognizes that students have varying abilities, learning styles, and backgrounds and aims to tailor instruction accordingly. By implementing differentiated learning, educators can create a more inclusive and effective learning environment that promotes academic success for all students. Differentiation learning encompasses four domains: content or material differentiation, process or method and strategy differentiation, product differentiation, and learning environment differentiation (PUSAT KURIKULUM, 2021).



Diversity of Learners



Different Learning Elements

The provision of differentiated learning materials is of utmost importance in education as it allows for the practical accommodation

of students' wide range of learning needs (Ardiawan et al., 2024). The process described here is known as differentiated instruction. It entails customizing the resources and instructional strategies to meet each student's unique readiness levels, enabling all learners to participate effectively in and comprehend the content.

For starters, incorporating differentiation strategies within the classroom setting is of utmost importance for educators seeking to acquire valuable insights into their student's abilities and levels of readiness (Eikeland & Ohna, 2022). Through a comprehensive understanding of the different readiness levels, educators can make well-informed choices regarding the most effective strategies for implementing an independent curriculum and offering suitable assistance to individual students. By implementing this carefully crafted strategies, educators like Mr. I showcase their proficiency in developing a welcoming classroom that supports all children's academic development and achievement, regardless of their individual degrees of readiness. The concept of differentiation in education provides educators with the tools and strategies necessary to effectively address the individual needs and challenges that students may encounter. By tailoring instruction to meet the specific requirements of each student, differentiation promotes their academic development and ultimately contributes to their overall success in the educational setting.

Furthermore, differentiation in teaching encompasses a variety of approaches that enable educators to effectively address the unique requirements of their students (Taylor, 2017). This flexibility allows teachers to employ a wide array of strategies to cater to their students' diverse learning styles, abilities, and interests (Aguanda et al., 2023; Gregorius et al., 2010). In this case, Mr. I create diverse questionnaires or tools for multiple students. He creates different question sheets for each child in the class, tailored to their individual English proficiency levels. Therefore, they are unable to deceive one another as the assignments are assigned varying weights for each participant.

c. Teaching Materials

Independent Curriculum does not distinguish between listening and speaking material. English teachers need to cover both speaking and listening in their lessons. These results are consistent with those of Adilah et al. (2023), who state that the Merdeka Curriculum does not teach listening and speaking independently but blends the two. Seventh-grade students use a book like "English in Mind: Student's Book Starter" to demonstrate how the curriculum emphasizes language abilities. Afterward, Nur'aini and Al Farisi (2023) also found that the Merdeka Curriculum expands language abilities in Arabic language education to include listening and speaking, among other things. However, as Hendrayani et al. (2023) pointed out, the

Merdeka Curriculum for introductory levels emphasizes listening abilities, and podcasts as a means of learning French align with this curriculum. Another challenge is that English teachers are now granted more autonomy in selecting lesson plans and assessing their students' English proficiency. This confirms what Janfeshan et al. (2023) found that teachers can tailor their lesson plans to meet their students' needs, aiming to improve students' communication skills through the Dogme method. In accordance with Meisya Rawenda and Nirwanto (2023), teachers can choose teaching materials within The Merdeka Curriculum or Independent Curriculum. This curriculum aims to improve students' English skills, including speaking, listening, reading, and writing, by concentrating on their needs and interests. Individual potential development and subject selection freedom are emphasized.

Utilizing various instructional materials, such as visual aids, audio resources, and interactive tools, is crucial in accommodating diverse learning preferences (Muchenje & Heeralal, 2016; Shabiralyani et al., 2015). This approach allows students to engage with the content in a manner that aligns with their individual needs and preferences. Furthermore, Mr. I employs various media tools, including PowerPoint, to facilitate English language learning. Notably, he utilizes PowerPoint presentations entirely in English, effectively conveying information about narrative concepts to his

students during classroom sessions. During the class, students posed several inquiries, one of which pertained to the permissibility of determining the storyline in a narrative text. In response, Mr. I, the instructor and writer, promptly provided a comprehensive explanation of the different components that constitute a narrative text. In the classroom setting, Mr. I effectively incorporate speaking exercises to enhance students' oral communication skills. He skillfully engages students in light dialogues, allowing them to practice and refine their pronunciation.

In education, personalized assistance refers to providing direct support by teachers to students who may require additional help in comprehending and grasping the concepts being taught. This approach recognizes that students have varying learning needs and abilities and aims to address these differences by tailoring instruction and support to meet each student's specific requirements. These results are consistent with those of Su (2020), who presented a rule-based self-learning support scheme to promote adaptive scaffolding for individualized learning to raise both motivation and the efficiency of the learning process. By offering personalized assistance, teachers can effectively bridge the gap between students' existing knowledge and the desired learning outcomes, thereby promoting a deeper understanding and mastery of the subject matter. Providing one-on-one or small group assistance in an educational

setting offers students the opportunity to advance through their studies at a rate tailored to their individual needs (Nicholson, 2019). This personalized approach ensures that students receive focused attention and support, enabling them to maximize their learning potential. The researcher's analysis reveals that Mr. I significantly modified the independent curriculum when implementing it in English-speaking classes. The inclusion of talking material in the independent curriculum has undergone significant changes. There has been a shift from teaching this material in depth and adhering strictly to the module material. The emphasis on the teacher's role in delivering this content has also remained strong. Within the context of an English-speaking class, the role of the teacher is that of a facilitator who actively supports and nurtures the students' abilities throughout the class. The present discovery aligns with the outcomes obtained from six separate observations conducted by the researcher. Based on the researcher's findings, it was observed that individuals could utilize their English-speaking skills in certain instances without relying on pre-existing materials within the module. This suggests a direct application of English language proficiency in practical contexts. Mr. I employed a visual aid during the fifth meeting by drawing various characters on the blackboard. This strategic approach aimed to engage the students in a creative exercise of crafting an imaginary story, specifically a narrative text.

The students demonstrated high enthusiasm as they took turns presenting the storyline at the front of the class. This was evident from the multitude of unique and humorous pictures adorned the blackboard. The implementation of this strategy involves the simultaneous use of English language communication. The interactions between Mr. I and the students in the class appeared to be highly engaged and focused.

In the realm of education, the practice of reviewing independent work through modeling is a highly effective strategy (Kerimbayev et al., 2023). This approach entails presenting students with exemplars of exceptional quality to provide them with a clear understanding of the expectations placed upon them. By exposing students to these models, educators can effectively guide them toward achieving the desired outcomes. Implementing this process provides students with a more comprehensive understanding of the intended results and facilitates their progress in enhancing their performance. Additionally, Mr. I take a proactive approach to identifying and addressing any areas of improvement in students' pronunciation, ensuring that they receive appropriate guidance and correction. The findings of this study align with the research conducted by Syaifurrahman and Rokhman (2020), which also highlighted the effectiveness of using role play technique as a strategy for teaching speaking skills. This approach encourages

students to assume specific roles, communicate with their peers, and actively interact with their classmates. The implementation of this approach has the potential to enhance students' speaking skills, despite any limitations in their dialogue, sentence structure, or vocabulary. It can effectively contribute to the development of their English-speaking proficiency. In terms of classroom procedure, the learning activities involving these strategies can be divided into three stages: pre-activity, during-activity, and post-activity. The approach used in this study resembles the one employed by Rochman (2014), where role-play was incorporated into the English language teaching process through pre-activity, while-activity, and post-activity stages. In this case, Mr. I uses modified role-play by applying a daily conversation model with students in the classroom, starting from pre-activity. During the pre-activity, Mr. I takes attendance and asks students questions, such as how many students are present and absent, but uses English. If there is any mispronunciation during English class conversations, Mr. I will immediately correct the pronunciation so that other students can be aware of it and learn it correctly. In while-activity, Mr. I distributed the materials and provided explanations utilizing an adapted instructional approach. According to the researcher's observations, it was discovered that when Mr. I presented the Narrative Text material, he began by illustrating a character on the whiteboard and

then randomly selected a student in the class to develop the story further in English. Mr. I presented the Narrative Text material by illustrating the characters on the blackboard while anticipating the upcoming story based on the student's ongoing narratives. The presentation concluded with a visual depiction of the story on the blackboard, which the students in the class gradually constructed. Throughout the implementation of this instructional approach, researchers saw a substantial enhancement in the children's proficiency in spoken English. While it was seen that confident children faced challenges in progressing with the story due to their limited language skills, their peers assisted them by providing simple vocabulary explanations. In the post-activity, Mr. I and the students collectively reviewed the content in class. Similarly, Mr. I's practices align with those described by Rochman (2014), in which students participate indirectly in an English-speaking class.

d. Teaching Modules

In addition, the government-mandated paper format of the module, RPP, or Learning Implementation Plan, is being replaced with a new structure that uses alternate media like Canva. Research by Damayanti and Rakhmawati, (2023); Haafida and Nur Diyana, (2023); Maulana Iman Jaya et al., 2023) supports the idea that Canva has been utilized to develop educational resources for the Independent Curriculum specifically for physics, fables, and

Pancasila and Citizenship Education (PPKN). Canva has the potential to be a powerful tool for creating visually appealing educational materials and encouraging students to take charge of their learning, according to these studies. Students' abilities in information management, concept expression, graphic design, teamwork, and creativity can be enhanced using Canva in learning implementation strategies.

Furthermore, the researcher discovered that English-speaking classes that adopted the Merdeka Curriculum shifted from using mid-semester exams to using mini-projects or formative assessments. This situation calls for English teachers to grade their students' English proficiency from Low, Middle, to High-Level. This agrees with Astari et al., (2023); Nooralam and Sakhiyya's (2022) studies regarding using formative assessment in the Independent Curriculum. These studies covered the types of speaking and writing assessment tasks used, the typical formative activities included in the curriculum, and the use of formative assessment in speaking and writing activities.

In the Independent Curriculum module, the researcher figured out that English teacher adopted several strategies for teaching speaking material in class. One of them is the trigger question strategy. English teacher can employ to foster self-study and critical thinking skills in students is using trigger questions

(Tofade et al., 2013). These thought-provoking questions catalyze deep reflection and analysis, prompting students to delve into the subject matter independently. By posing such questions, teachers can stimulate curiosity and encourage students to explore different perspectives, evaluate evidence, and develop informed opinions. This approach enhances students' ability to think critically and promotes independent learning as they actively seek answers and engage in meaningful discussions (Howe et al., 2019). The provided questions can be a foundation for initiating independent research and cultivating a more profound comprehension of the topic. The researcher's findings, it was revealed that Mr. I employs trigger questions in English-speaking sessions. The researcher performed observations in speaking sessions utilizing Procedure Text material, where Mr. I frequently posed stimulating questions to students, such as:

"How do you make milk?"

Through the utilization of trigger questions, students engage in English conversation with their peers during class (Matsuo et al., 2023).

Over and above that, flexible grouping is a teaching strategy that involves grouping students based on their abilities and interests (Gregory & Chapman, 2002). This approach allows teachers to

provide targeted instruction tailored to each group's specific needs. By grouping students in this way, teachers can effectively differentiate their instruction and ensure that each student receives the required support and challenge. This grouping method promotes a more personalized and engaging learning experience for students, as it allows them to work at a pace and level appropriate for their abilities. Additionally, flexible grouping encourages collaboration and peer learning, as students within each group can support and learn from one another (Murtazina et al., 2019). Flexible grouping is a valuable instructional strategy that enhances student learning by providing targeted instruction and fostering a positive and inclusive classroom environment. Implementing this approach enables students to effectively work with classmates with comparable levels of preparedness, fostering an environment where they can participate in activities that align with their learning speeds. According to the researcher's observations, Mr. I implemented this strategy in the English speaking class activities. The students were divided into multiple groups, with each group consisting of 2 to 3 individuals. These groups were categorized based on their proficiency in English speaking, with some having high-level skills and others having low-level skills. When Mr. I provided directions, the groups collaborated to complete the task and offered valuable feedback to one another.