

ENGLISH LANGUAGE TEACHING BASED ON MERDEKA CURRICULUM IN PUBLIC SENIOR HIGH SCHOOL LEVEL IN BANDUNG: BASED ON THE SITUATIONAL ANALYSIS

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Abstract

The Merdeka Curriculum has been implemented in all public senior high school levels in Bandung, however, this has led to some interpretations from teachers that have an impact on how the teaching and learning process is carried out in the classroom, particularly when it comes to teaching English. However, various factors, such as student, institution, and social issues, have an impact on how English language teaching is implemented. As a result, the study examined how the Merdeka Curriculum was implemented in English language instruction at the senior high school level in Bandung's public schools. The study's objectives are to shed light on how English language teaching is being implemented in senior high schools in Bandung and to identify the variables that influence the various ways in which it is being done. The data was gathered by observing English teachers and students in two different public schools in Bandung and interviewing them. The study's findings indicate that varied emphasis was placed on how teachers planned lessons, carried out the teaching and learning process, and evaluated students. varied characteristics of the teachers and students, as well as varied conditions in the school and society, have an impact on the diverse implementation.

Keywords: Merdeka Curriculum; English Language Teaching; Situational Analysis

INTRODUCTION

In Indonesia, the curriculum has been developed as the rules and guidelines for creating, carrying out, assessing, and managing educational programs (Nunan, 1967). From the adoption of the 2013 Curriculum to the implementation of the Merdeka Curriculum, the development can be witnessed. Merdeka Curriculum is being implemented in response to what Indonesia currently needs to prepare for higher-quality education. The necessity for modernization is taken into account, and using technology to execute education is essential to do so because it is how the government will compete and get ready for globalization. When several social phenomena occur, there is also an emphasis on character development. Additionally, a theme learning approach that enhances students' cognitive and psychomotor capacities should be developed, along with pertinent skills based on students' interests and needs (Hamied & Musthafa, 2019).

Many aspects of teaching English as a second language are influenced by the Merdeka Curriculum's implementation. The Merdeka Curriculum has gone through some substantial revisions in addition to the conventional curriculum. The first is the weekly decrease in teaching time from four hours to two hours. The second is a reduction in the amount of information in the teaching materials (textual genres and speech actions), whereas, under the Merdeka Curriculum, the teacher should encourage the students to complete more projects rather than merely learning theory in class. The incorporation of all linguistic abilities in every meeting comes next. Another distinction is that teachers' responsibilities play a significant part in curriculum and material development.

There are consequences when the changing Curriculum, in this case, is Merdeka Curriculum, is implemented in schools because each situation and condition of the school is unique, especially in English teaching and learning (Putra. A. K, 2014). This is true even though the Merdeka Curriculum doesn't centralize the contents and materials that students should learn, allowing teachers to adapt according to their students' needs. This phenomenon may be observed in Bandung, where the mayor has requested that all schools, specifically public senior high schools, embrace the Merdeka Curriculum and convert to digital learning environments. A digital school is one that uses technology to implement all systems. Otherwise, schools' conditions vary depending on a variety of circumstances, including institutional factors, teacher factors, student factors, and societal factors.

The differences can be attributed to how the plan is put together, how the learning process is carried out, and how students are evaluated. The differences may be the result of implementation issues with English language teachers based on the Merdeka Curriculum and various situational factors, including the state of the school, the caliber of the teachers, the academic standing of the students, and the social environment supporting English teaching and learning (Sarihuudin, 2013). English teaching as a second and foreign language for students who take English classes at one university in the US was investigated by (Whitney et al., 2008) using situational analysis. Three students who are studying English as a foreign language and are from different nations were employed in the study. The study investigated more than just the students; it also looked into society, educational institutions, and English teachers. The findings indicate that situational analysis is crucial to carry out because it can disclose both the strengths and weaknesses of how English learning and teaching are implemented, allowing for the improvement of English language instruction. As a result, the study investigated how the public senior high schools in Bandung implemented English language instruction based on the Merdeka Curriculum. Based on a situational analysis that takes into account institutional, teacher, student, and social factors, the study attempted to shed light on how English Language Teaching is implemented in several Bandung-area schools.

METHOD

In order to address the research topics, the case study employs qualitative methodology. To get the data, observation, and interviews were the tools employed. In each school, the observation was done twice. To observe how teachers carry out the teaching and learning process in the classroom and how students respond to it, an observation was conducted while the teachers were carrying it out. In order to know why the execution of English language education differs when comparing the two schools the population, teachers, and students were interviewed. English Teachers and students from two distinct government senior high schools in Bandung make up the population. The study employed a qualitative method for data analysis, which meant that the information gathered through observation was summarized and combined with the data obtained from interviews adopted from (Harris & Brown, 2010). The conclusion will be compared to the information gathered from the interview part. The study might draw conclusions about how the schools execute English learning teaching and why the implementation of English language teaching may differ in the two schools by combining the data from the observation and interview sections.

RESULTS AND DISCUSSION

Results

In the result, the data gathered through observation sheets and interviews with teachers and learners from both schools was decomposed based on situational analysis including teacher factor, student factor, institutional factor, and social factor.

1. Teacher Factor

The implementation of English language teaching varies greatly depending on the teacher. According to (Richards, 2001), a lot of the implementation of English teaching is influenced by how teachers understand the curriculum for teaching English, their teaching experience, and their educational background. It is visible as the teachers from the two schools set up the lesson plan, carry out the learning process, and conduct assessments. According to the data obtained the teacher in school A was more qualified than the teacher in school B in terms of teaching. The teacher from school A was found to be more qualified than the teacher from school B in terms of developing the teaching and learning process, according to the data collected. It can be seen that the teacher from school A was more innovative by including some real materials from the internet and selecting a strategy that interested students more and encouraged them to participate actively in the learning process. Additionally, the evaluation procedure was more efficient because it could gauge the language proficiency of every student. In conclusion, it can be said that the implementation of English instruction was different because of the importance of teacher quality.

2. Student Factor

Students made significant contributions to the execution of the learning process since the curriculum and the way that instruction is carried out immediately affect students (Richards, 2001). Student factors include language proficiency, students' perspectives on learning English, and students' motivation—either intrinsic or extrinsic. It can be observed by contrasting how much each school's students participated in the learning process. Students from school A are those who are proficient in utilizing English at the intermediate and advanced levels. It was evident when students engaged in active speaking and writing in English. This is due to the fact that practically all pupils take an extracurricular combined English course. As a result, it was simpler for the teacher to implement the learning process and frequently instruct and explain to the students in English.

Considering the student factor, the different conditions of students can be seen by comparing to students in school B while students in this school have beginner-level language levels in English. This is because the students who want to enter school A should have a passing grade of more than 36 and the students who want to enter school B should have 32 for the passing grade. In other words, the quality of the students was also different. Another reason is that only a few students in school B joined the English course out of school and almost all students were not interested in studying English. In other words, it can be said that teachers' factors in implementing the learning and teaching process will affect students factor. Moreover, students in school B rarely use English in their daily lives compared to students in school A.

3. Institutional factor

Institutions such as schools will determine the implementation of the teaching and learning process. The institutional factor was influenced by the quality of the headmaster in organizing the school since the school is an organization (Richards, 2001). It can be seen by considering the different implementations of English language teaching in School A and School B which was also affected by institutional factors such as the facilities available in the schools. It can be examined by seeing school A which facilitate teacher with multimedia and internet connection in every class. In contrast, school B has limited facilities that can be used by teachers. Therefore, teachers tended to use textbooks in the teaching and learning process.

Besides school facilitation, the curriculum implementation in the school will affect the English language teaching. It can be seen that in school A, English has seven hours a week which means that students get more exposure in English and students can learn more. Seven hours are English class for two hours, optional class for three hours, and English conversation class for two hours. Differently in school B, English has only two hours as mentioned in the Merdeka Curriculum. Therefore, the institution factor is one of the reasons why the implementation of English language teaching in both schools is different.

4. Social factor

Social factor is also one factor that influences the different implementation of English language teaching. Society will give students perspective which will affect their motivation to learn. Society in this case can be students' friends and students' families. According to the data obtained from observation and interview, the families of students from school A really support their children to learn English. The teacher also mentioned that some students are used to using English for their conversation with the other students and their own families. It means that the society of students in school A really supports students to learn and improve their English which also impacts them to be enjoyed and active in the learning process.

In contrast, English was very strange to be used by students in school B. They also never used English with their family in communication. Moreover, In addition, according to the interview, a teacher from school A mentioned that on average the students' families come from the middle to high class which means the family has financial support for their children's education. It can be seen from the financial quality and educational background of the parents or students' families. Differently, the teacher in school B stated that the students' families from school B come from the middle to lower class.

Discussion

Based on the data explained in the result, the teacher factor, student factor, institutional factor, and social factor are discussed below;

1. Teacher Factor

The teacher from school A was found to be more qualified than the teacher from school B in terms of developing the teaching and learning process, according to the data collected. It can be seen that the teacher from school A was more innovative by including some real materials from the internet and selecting a strategy that interested students more and encouraged them to participate actively in the learning process. Additionally, the evaluation procedure was more efficient because it could gauge the language proficiency of every student. In conclusion, it can be said that the implementation of English instruction was different because of the importance of teacher quality.

The teacher from school A utilized the cooperative learning model based on the scientific method for the general teaching phases (observing, questioning, associating, producing, and communicating), according to the observational data. By requiring group collaboration throughout each instructional stage in a scientific method, the cooperative learning paradigm was put into practice. As a result, there was more active communication during the teaching and learning process (Nugroho, 2013). While being asked to question, associate, produce, and communicate the descriptive texts they had learned, the students collaborated in groups. The teacher instructed the pupils in English throughout the learning process. Almost 90% of the teacher's remarks were in English, while 10% were in Indonesian when the pupils encountered

challenging vocabulary. School's teaching and learning method since the teacher utilized students' learning center.

Otherwise, the grammar and translation method was employed by the teacher from school B in the teaching and learning process. In other words, teachers and students were urged to have a conversation about the text in the textbook. Students were then required to translate the material into Indonesian and respond to the book's questions. As a result, pupils had trouble actively using English because they were just developing their reading abilities. Due to the passive way students are taught English, the learning process seems so monotonous. Additionally, the teacher's explanation in class dominated the implementation, which was centered on the teacher. Although the teacher mixed Indonesian and English when delivering instructions and explanations, they tended to utilize Indonesian because it was the dominant language. The impact students didn't get good exposure to how to improve their English language skills properly if the teacher never used English dominantly in class (Celce-murcia, 2007).

2. Student Factor

The study looked at how students behaved and participated during the teaching and learning processes that were taking place in both schools with regard to their involvement in the learning process. According to data gathered via observation, students at school A were more engaged in the learning process and expressed their opinions both orally and in writing. It was evident that some students actively expressed their opinion of the teacher's descriptions of the images. The teacher from school A claimed that more than half of the students were enrolling in English classes outside of school. As a result, students found it easier to participate actively in their English studies.

According to the data gathered from interviews with students at school A, several of them admitted to using English outside of the classroom when studying as well as while communicating with other students on social media and when interacting with their English teacher. It was due to the fact that students at school A had already graduated from an international school while they were junior high students. In other words, the diversity of the student population also contributed to the environment that allowed for English language learning. Additionally, they said that the school's use of an online learning model pushed students to comprehend English. Additionally, several students mentioned that their families strongly encourage them to study English by enrolling in classes after school. Hence, the communicative learning style implemented in the school and the society of students supports students to improve their English.

When compared to School B, the different condition was noticeable. In school B, the students were less active learners. Since there was a greater emphasis on discussing the text and questions in the textbook during the implementation of teaching and learning English. In other words, the teacher predominated through having students understand the text and the linguistic structure that it contains. There will be little opportunity for students to participate and work on their English in this setting. The reason is that if the teachers prefer to focus only on students' understanding without triggering students to think and use English as the target language critically, the students tend to lack motivation in the learning process (Hikmat, 2017). Additionally, based on information gleaned through interviews, students claimed that learning English is extremely difficult for them because their society is not familiar with the language. In contrast to the students in school A, the teacher stated that very few students had ever taken an English course outside of their institution. Since all of the students at school B speak Indonesian in class with their teacher and Sudanese in daily life, using English is uncommon and even weird for the majority of students there. It indicates that language usage among the students is homogeneous, which helps give students a chance to get better in English.

3. Institutional factor

Regarding the institutional factor, the study concentrated on the media that teachers utilized since they favored using the media that schools provided. The teacher-selected media in the two schools differed from one another as well. It has to do with the facilities that are readily available in the school and how creatively the teachers prepare the media. Digital media, including a laptop, projector, and an internet connection, were the primary tools utilized by the teachers in the classroom. Since the students could view some appealing images and examples that needed to be explained and described, the learning process was made easier by the media employed by the teachers from school A. It was unavoidable that the usage of media helped students engage actively in the learning process and comprehend the subject matter. It was because the teacher used real-world examples and was skilled at using descriptive text in both spoken and written texts.

As there was no internet connection or projector to enhance the learning process, the teacher from school B used simply the textbook in a different approach. The teacher from school B said in the interview that the school's inadequate facilities were the main reason the teacher relied only on textbook teaching. As a result, the learning environment for students was boring and lifeless. Additionally, relying entirely on textbooks would deny students the chance to practice and learn how to use English in descriptive text as the subject—in real-life situations. Therefore, in addition to the teacher's influence, the institution's facilitation of the media and facilities plays a crucial part in the teaching and learning process.

4. Social factor

Since English has become an international language, English is recognized as a second language in certain countries and a foreign language in others, like Indonesia. These countries handle English learning differently in terms of the curriculum due to the status of the language. Regardless of English's distinct status as a second or foreign language, societal issues that have an impact on the curriculum must be taken into consideration while developing the English learning curriculum. Every civilization differs in terms of the function of foreign languages in the community, their placement on the curriculum, educational customs and experience with language teaching, and the expectations that community members have for language and learning (Richards, 2001).

For instance, students will be more motivated and find it easier to study English if their family and friends often speak English. This is because they are aware of the benefits of learning the language. Students will be less motivated and find it harder to learn English if English is seen as a minor language that will never be utilized in society. Therefore, the school's decision to embrace English teaching and learning will also be impacted by society.

CONCLUSION

Regarding the discussion above, which was conducted to address the first research question about how English language teaching based on the Merdeka Curriculum is implemented for public senior high schools in Bandung; the findings revealed that, despite the fact that each institution uses the same curriculum, there are variations in how English language instruction is carried out. It was based on a comparison of the implementation of English language teaching using the Merdeka Curriculum at two public senior high schools in Bandung. In other words, it can be said that the implementation of English language teaching based on the Merdeka

Curriculum is still being misunderstood by teachers, despite the fact that the goal of English teaching is not only to improve student's reading skills and use grammar-translation methods but also to cover all of the student's language skills and be able to develop students' communicative competence in using English.

The differences between teaching English as a second language using the Merdeka Curriculum were based on how teachers organized their lesson plans, carried out their learning processes and evaluated their pupils. Some aspects that are taken into account during situational analysis include the cause of the differing implementation. The primary three are institutional, the fourth is student, and the fifth is society. All of these elements interact with one another and have an impact on how English language instruction is carried out.

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