

**STRATEGIES USED BY THE TEACHER IN TEACHING  
SPEAKING IN MERDEKA CURRICULUM AT SMP N 13  
SURAKARTA**

**THESIS**

**Submitted to the Department of Language Studies, Graduate School of Universitas  
Muhammadiyah Surakarta in Partial Fulfillment of the Requirements for the degree of  
Master of Education**



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I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of English Education, the Graduate School of Universitas Muhammadiyah Surakarta.

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Surakarta, January 21<sup>st</sup> 2023

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A handwritten signature in black ink, appearing to be 'Muamaroh', with a stylized flourish at the end.

Muamaroh, Ph.D.

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IN MERDEKA CURRICULUM AT SMP NEGERI 13 SURAKARTA

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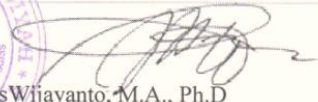
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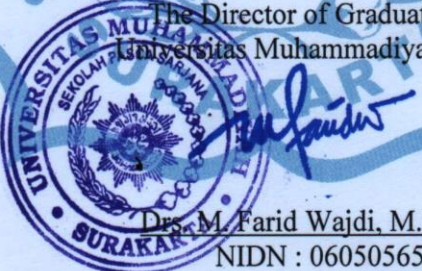
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## STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “**Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum at SMP Negeri 13 Surakarta**” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all questions and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia abroad.

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**MOTTO**

**“Is there any reward for goodness except goodness?”**

**(55:60)**

## **DEDICATION**

I dedicate my thesis for:

1. Allah Subhanahu Wata' ala
2. Prophet Muhammad Sallahualaihiwassalam
3. My Beloved Husband (Mr. Jenry)
4. My Beloved Parents (Mr. Slamet and Mrs. Sunarni)
5. My Beloved Parents in- Law (Mr. Abdul Salam and Mrs. Suparmi)
6. My Lecturers of Department of English Education in Sekolah Pasca Sarjana
7. Big family of Master of English Education Department 2018
8. For my self



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*Assalamu 'alaikum Wr Wb*

Praised to be ALLAH SWT, the Almighty God, for blessing and guiding in completing this research paper and thanks to Prophet Muhammad SAW, peace be upon him. The researcher could finish his research paper entitled ***STRATEGIES USED BY THE TEACHER IN TEACHING SPEAKING IN MERDEKA CURRICULUM.***

In conducting this research, the researcher realizes that it is impossible to finish this research paper without much support from several important people. On this best occasion, the researcher wants to give grateful thanks to all people who have helped him to finish the research paper patiently and wisely. On this opportunity, the researcher wants to express his deep gratitude to the following persons:

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2. Agus Wijayanto Ph.D., the Head of English Education of Muhammadiyah University of Surakarta.
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The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

*Wassalamu 'alaikum Wr Wb*

Surakarta, February 10<sup>th</sup> 2023

**Arina Ayuningtyas**

## **STRATEGIES USED BY THE TEACHER IN TEACHING SPEAKING IN *MERDEKA* CURRICULUM AT SMP N 13 SURAKARTA**

### **Abstrak**

Pembelajaran bahasa asing khususnya bahasa Inggris telah dijadikan sebagai alat strategi dan strategi pengembangan sumber daya manusia pada berbagai masa dalam sejarah pendidikan di dunia ini. Mengajar bahasa Inggris bukanlah hal yang mudah. Dengan tingkat keterampilan yang berbeda di setiap kelas, guru harus menggunakan strategi yang efektif yang memungkinkan siswa untuk mempelajari materi. Strategi belajar mengajar dapat disebut sebagai metode yang dipilih oleh guru untuk menyampaikan materi pembelajaran dalam lingkungan belajar tertentu, sehingga tujuan pembelajaran dapat tercapai secara efektif dan efisien. Dari pernyataan tersebut, peneliti menganalisis strategi yang digunakan oleh guru dalam mengajar berbicara di Kurikulum Merdeka. Tujuan penelitian ini adalah (1) Untuk mengetahui strategi guru dalam mengajar berbicara dalam Kurikulum Merdeka; (2) Mendeskripsikan penerapan strategi-strategi yang digunakan guru dalam mengajar berbicara dalam Kurikulum Merdeka; (3) Untuk mengetahui tantangan apa yang dihadapi guru dalam mengajar berbicara dalam Kurikulum Merdeka. Desain penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini adalah dua guru Bahasa Inggris yang mengajar di kelas VII SMP Negeri 13 Surakarta. Data penelitian ini dikumpulkan dengan kuesioner dan didukung dengan wawancara. Data yang terkumpul dianalisis dengan teori Miles dan Huberman dalam Sugiyono, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menunjukkan keterpercayaan data, penelitian ini menggunakan triangulasi metodologi. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris menggunakan dua strategi dalam mengajar berbicara dalam Kurikulum Merdeka yakni menggunakan strategi bermain peran dan tanya jawab. Kemudian, guru menerapkan strategi tersebut berdasarkan modul dan prosedur pengajaran yaitu pra kegiatan, inti kegiatan dan pasca kegiatan. Kemudian, tantangan yang dihadapi oleh guru bahasa Inggris ketika diajarkan berbicara adalah hambatan siswa seperti siswa merasa malu, tidak percaya diri, khawatir membuat kesalahan, kemudian kurangnya kosa kata siswa, pasif dalam berpartisipasi, lebih suka menggunakan bahasa asli daripada bahasa Inggris, dan kesulitan dalam menerapkan kebijakan kurikulum baru.

**Kata Kunci:** Strategi Mengajar, Pengajaran Berbicara, Kurikulum Merdeka

## Abstract

Learning foreign languages, especially English, has been used as a strategy tool and strategy for human resource development at various time in the history of education in this world. Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teaching and learning strategies can be referred as the method chosen by the teacher to deliver learning material in a particular learning environment, so that learning objectives could be achieved effectively and efficiently. From these statements, the researcher analyzed strategies used by the teacher in teaching speaking in *Merdeka Curriculum*. The objectives if this research were (1) To find out the teacher strategies in teaching speaking in Merdeka Curriculum; (2) To describe the implementation of the strategies used by the teacher in teaching speaking in Merdeka Curriculum; (3) To find out what challenges faced by teacher in teaching speaking in *Merdeka Curriculum*. The design of this research was a descriptive qualitative. The subjects of this research were two English teacher who teach in seventh grades of SMP Negeri 13 Surakarta. The data of this research was collected by questionnaire and supported by interview. The collected data was analyzed by Miles and Huberman theory in Sugiyono, they were data reduction, data display, and drawing conclusion. To pointed out trustworthiness of the data, this research used methodological triangulation. The result of this research showed that English teachers used two strategies in teaching speaking in *Merdeka Curriculum*. They were role play and answer question as strategies in teaching speaking. Then, the teachers implemented these strategies based in module and teaching procedure which were pre activity, whilst activity and post activity. Subsequently, the challenges faced by English teacher when taught speaking were students' inhibition such as the students felt ashamed, unconfident, worried about making a mistake, *then the students' lack vocabulary, passive in participation, used preferred to speak native language than English, and difficulties in applying new curriculum policy.*

**Keywords:** Teaching Strategies, Teaching Speaking, Merdeka Curriculum

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