

ABSTRACT

Yanti, Ni Putu Widya Kristy (2024), *An Analysis of Teaching Method Used by the English Teacher Incorporating Kurikulum Merdeka for Teaching Speaking at SMA N 4 Denpasar*. Thesis, English Language Education, Postgraduate Program, Universitas Pendidikan Ganesha.

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Keywords: Teaching Method, Speaking Skill, Merdeka Curriculum, Challenges and Solutions

This research aims to describe teaching methods, implementation, challenges and solutions faced by English teachers in speaking learning based on the Merdeka Curriculum at SMA N 4 Denpasar. The design of this research was qualitative descriptive research with data collected through observation, closed-questionnaire, and open-ended questionnaires. The research subjects were two English teachers who taught in grades X, XI, and XII that were selected purposively. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The research results show that: (1) the teaching methods used by teachers include Project-Based Learning, Discussion Method, Role Playing, and Collaborative Learning; (2) the implementation of the teaching method is carried out through the preparation, implementation and evaluation stages with various adjustments to achieve the objectives of learning to speak; (3) the challenges faced by teachers occur at every stage. At the pre-learning stage, teachers face difficulties in designing innovative and relevant activities, as well as limited time to prepare learning materials and tools. At the implementation stage, challenges include managing dynamic classes, ensuring active student participation, and overcoming differences in student abilities. In the post-learning stage, teachers have difficulty providing objective assessments, constructive feedback, and encouraging student reflection; (4) the solutions implemented include planning innovative activities, dividing students into small groups, adapting teaching strategies, providing real-life based assignments and timely feedback. Teachers also encourage students' self-reflection and setting targets for improving speaking skills. This solution is effective in overcoming challenges and is in line with the principles of the Independent Curriculum which is flexible, relevant and encourages active student involvement.

ABSTRAK

Kata kunci: Metode Pengajaran, Keterampilan Berbicara, Kurikulum Merdeka, Tantangan dan Solusi

Penelitian ini bertujuan untuk mendeskripsikan metode pengajaran, implementasi, tantangan dan solusi yang dihadapi guru bahasa Inggris dalam pembelajaran berbicara berdasarkan Kurikulum Merdeka di SMA N 4 Denpasar. Desain penelitian ini adalah penelitian deskriptif kualitatif dengan pengumpulan data melalui observasi, angket tertutup, dan angket terbuka. Subjek penelitian adalah dua orang guru bahasa Inggris yang mengajar di kelas X, XI, dan XII yang dipilih secara purposif. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) metode pengajaran yang digunakan guru meliputi Project Based Learning, Metode Diskusi, Role Playing, dan Collaborative Learning; (2) pelaksanaan metode pengajaran dilakukan melalui tahap persiapan, pelaksanaan dan evaluasi dengan berbagai penyesuaian untuk mencapai tujuan pembelajaran berbicara; (3) tantangan yang dihadapi guru terjadi pada setiap tahapan. Pada tahap prapembelajaran, guru menghadapi kesulitan dalam merancang kegiatan yang inovatif dan relevan, serta terbatasnya waktu untuk menyiapkan bahan dan alat pembelajaran. Pada tahap implementasi, tantangannya antara lain mengelola kelas yang dinamis, memastikan partisipasi aktif siswa, dan mengatasi perbedaan kemampuan siswa. Pada tahap pasca pembelajaran, guru mengalami kesulitan dalam memberikan penilaian yang obyektif, umpan balik yang membangun, dan mendorong refleksi siswa; (4) solusi yang diterapkan meliputi perencanaan kegiatan inovatif, membagi siswa menjadi kelompok-kelompok kecil, mengadaptasi strategi pengajaran, memberikan tugas berdasarkan kehidupan nyata dan umpan balik yang tepat waktu. Guru juga mendorong refleksi diri siswa dan menetapkan target peningkatan keterampilan berbicara. Solusi ini efektif mengatasi tantangan dan sejalan dengan prinsip Kurikulum Mandiri yang fleksibel, relevan dan mendorong keterlibatan aktif siswa.