# ENGLISH TEACHER'S DIFFICULTIES TO IMPROVE STUDENTS' SPEAKING SKILL IN MERDEKA CURRICULUM AT LEBONG REGENCY

## THESIS

This Thesis is Submitted to Fulfill the Requirement for 'sarjana' Degree in English Language Education



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

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   The researcher finished this thesis entitled **"*English Teacher's Difficulties to Improve Students' Speaking Skill in Merdeka Curriculum at Lebong Regency*"**. This thesis is presented in order to fulfill of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the researcher would like to presents his deepest gratitude to:

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this thesis can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. *Aamiiiin*.

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Curup, 24 January 2024

The Researcher

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# MOTTO

*Always doing good for what you believe,*

**Don't stop whenever you tired, but stop when
you finished**

# DEDICATION

With determination and hard struggle finally I script and reach my ideals and with sense of love I decide my thesis to

- My beloved father Hanafi, who always supports me in every condition and who have grown me to be better man, and give me motivation, suggestion, love, prayers, and everything that the researcher need in finishing this thesis.
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# PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing his thesis entitle *"English Teacher's Difficulties to Improve Students' Speaking Skill in Merdeka Curriculum at Lebong Regency"*.

This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore the researcher appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

Curup,    January 2024

The Researcher

Ferdawen Redi Gunawan
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# ABSTRACT

**Ferdawen Redi Gunawan** : *"English Teacher's Difficulties to Improve Students' Speaking Skill in Merdeka Curriculum at Lebong Regency*"

Advisor : Dr. Paidi Gusmuliana, M.Pd

Co-Advisor : Sarwo Edy, M.Pd

This research focused on teacher's difficulties to improve students' speaking skill and factor caused the difficulties to improve students' speaking skill. This study employed a descriptive qualitative research methodology. The researcher used purposive sampling to select the participant of this research. The subject in this research is English teacher who teach in Lebong Regency. The teachers also selected by school that implemented *Merdeka* Curriculum, namely SMPN 2 Lebong and SMAN 3. To collect the data, the researcher used interview and observation to answer the research questions. The results of this study are the English teachers at SMP N 2 and SMA N 3 Lebong encountering some obstacles, such as Lack of Structured Speaking Activities, Limited Speaking Resources, Inadequate Speaking Assessment Tools, Limited Speaking Feedback, Minimal Opportunities for Interaction, Adaptation to Student's Needs, Lack of Professional Support. Meanwhile, the researcher also found that the cause of teacher's difficulties in teaching speaking in Merdeka curriculum due to Lack of Guidance, Limited Resources, Insufficient Assessment Tools, Inadequate Professional Development, Time Constraints, Difficulty in Adapting to Diverse Learners, Lack of Support and Collaboration, Alignment with Standards, Limited Technology Integration, Balancing Content Coverage.

**Keywords:** *Difficulties, English Teacher, Factors, Merdeka Curriculum, Speaking Skill*

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**CHAPTER I**

**INTRODUCTION**

This chapter encompasses the background context of the study, the objectives of the study, the research questions, the significance of the research, the importance of the study, the definitions of key terminology, and the structure of the thesis.

**A. Background of the Problem**

Speaking ability is a necessary quality when learning a foreign language. Speaking ability is required for students to communicate in the target language since students are required to be able to speak in English in their daily lives as part of the English subject's skills. Speaking is a crucial skill to develop when learning a language. People with good speaking skills can express their thoughts and sustain social relationships with others. According to a British Council survey in Syakir, more than two billion people converse in English. According to this survey, a sizable portion of the world's linguistic population uses English.[1] A significant number of language learners regard proficiency in spoken language as the most critical ability to attain, and they gauge their advancement based on their achievements in this domain.

Nevertheless, attaining proficiency in spoken English as a foreign language is a challenging endeavor. Various factors influence this circumstance, including issues related to grammar, vocabulary, and pronunciation.[2] For non-

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[1] Syakir cited in British Council Report.2020. The World largest Language Used.One Press.P.24
[2] Roucek,Joseph.S.Roland L. Warren.1984. Pengantar Sosiologi.Jakarta. Bina Aksara

native English speakers to gain English speaking skills, it is imperative that they comprehend the language's structure and possess the ability to articulate each word accurately. In addition, achieving fluency in speaking needs not only a comprehensive understanding of linguistic elements but also the capacity to simultaneously comprehend and manipulate information and language.[3] People cannot learn English by relying solely on knowledge without practice. As a result of the intricacies of English-speaking skills, non-native English speakers who want to learn this talent must learn both knowledge and practice as a separate entity. As a result, teaching the speaking process is critical to the development of studentss' speaking abilities.

Teaching speaking skills is something that English teachers do to help their students improve their speaking skills. Learning and teaching English has taught people many skills, and speaking is one of them. In addition, speaking is an important part of learning English for students who are not good at it. It is also very important for teachers to teach speaking because they are the ones who guide their students through the process of learning English. Additionally, teachers must possess teaching skills, such as the ability to create teaching methods based on each student's specific speaking ability, in order to attain the desired outcomes. Liton says that a good teacher uses both observation and quizzes or exams to test their students' speaking skills.[4] When it comes to teaching speaking skills, teachers need to have a plan that makes it easier for their students to learn. Since

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[3] Harmer, Jeremy. 2007. The Practice of English Language Teaching 4th ed. London: Longman.P.269

[4] Liton, H. A. (2012). Developing EFL teaching and learning practices in Saudi colleges: A review. *Online Submission*, *5*(2), 129-152.

most college graduates do not understand English well, teaching speaking skills is used to help people learn the language.

English is a mandatory component of the education curriculum in Indonesia, and it is taught to students in both junior high and senior high school. According to Larsari, as stated in the Indonesian Ministry of Culture and Education's constitution (UU/70/2013), English is a mandatory subject that students must pass in the national test.[5] Speaking is an integral component of the English curriculum at educational institutions. The correlation between curriculum and the teaching of English is crucial in establishing a unified and efficient language acquisition. The curriculum functions as a comprehensive guide for English language teachers, providing them with direction and structure for their instructional preparation and implementation. The document delineates the precise subject matter, educational goals, and competencies that students should attain during their English language acquisition process. Marzano J. states that the curriculum offers teachers a structure for choosing suitable teaching materials, creating captivating activities, and executing efficient instructional procedures that are in line with the intended learning objectives.[6] By sticking to the curriculum, teachers can make sure that they teach English in a planned and thorough way, covering things like vocabulary, grammar, reading, writing, speaking, and listening. The curriculum also affects the ways students are tested on their language skills, which helps teachers see how they are doing and give

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[5] Larsari, V. N. (2011). Learners' communicative competence in English as a foreign language (EFL). *Journal of English and literature*, 2(7), 161-165.
[6] Marzano, R. J. (2000). Designing a New Teaching Speaking for Educational Objectives. Thousand Oaks, CA: Corwin Press.

them specific comments. Teachers are given the tools and instructions they need to make a dynamic and interesting learning setting that helps students improve their English through a well-designed curriculum.

For this moment, Indonesia applied a new curriculum. A new curriculum is being impulse by the Ministry of Education in the post COVID-19 recently is the *Kurikulum Merdeka*. *The Merdeka* (Freedom) Curriculum, which is a further translation of the spirit of "Freedom of Learning", is one of the answers in responding to the challenges, because it is based on the spirit of reducing and simplifying learning materials so that they can be more focused, not uniformed, to liberate students according to their interests, talents and passions. This curriculum is designed to be more adaptive and flexible, and is based on the concept of the real implementation of link and match between the world of education and the world of work. Teachers may have varying worries over the implementation of the new curriculum and the adoption of new teaching practices, influenced by their comprehension and the administrative circumstances in their schools. While certain teachers may actively participate in the implementation of new ideas, others may struggle to embrace change. This occurs when individuals are faced with alterations in their attributes and beliefs that are influenced by past experiences and behaviours. Uncertainty might lead teachers to feel perplexed and hesitant towards adopting common practices and new ideas, especially when these changes require them to embrace innovative approaches that are unfamiliar to them. Furthermore, according to Leung in Tricahyati & Zaim, it is imperative that teachers have ongoing assistance and follow-up during the implementation of the

reform.[7]

Therefore, it is imperative for teachers to possess a profound and comprehensive comprehension of the Merdeka curriculum. They must also alter their perspective towards reforms within this curriculum, enabling them to fully grasp the essence of the Merdeka curriculum and its operational mechanisms. The inclination of educators to introduce novel ideas and enhance their own skills in response to alterations in the curriculum should also be taken into account. If the teacher is unwilling to make modifications and lacks the ability to implement the concepts outlined in this curriculum, the desired educational objectives will not be attained to their fullest potential. Instructing English is a challenging task. Teachers must employ effective ways to facilitate students' learning of the content, taking into account the varying levels of expertise within each class. Teaching and learning strategies encompass the techniques employed by educators to impart educational content within a specific learning setting, with the aim of accomplishing learning goals in a proficient and productive manner. Regarding teaching and learning, the term "strategy" refers to a teacher's deliberate actions aimed at establishing an organized system that facilitates the process of teaching. This implies that the previously established instructional objectives can be successfully accomplished in terms of its practicality and outcomes. In order to guarantee student satisfaction with the offered teaching materials, teachers must possess the ability to effectively oversee all essential components.

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[7] Tricahyati, S., & Zaim, M. (2023). *Journal of English Language Teaching English Teachers ' Readiness in Implementing of ' Merdeka Belajar ' Curriculum in Teaching English at Junior High School in Padang*. *12*(1), 97–105. https://doi.org/10.24036/jelt.v12i1.121783

Nevertheless, the English teacher encounters some challenges when attempting to enhance students' speaking abilities while applying the Merdeka Curriculum. Based on prior research, the primary challenges encountered by the teacher pertain to the preparation required for the execution of the Merdeka Curriculum.[8] The difficulty stems from the multiple administrations responsible for executing the Merdeka Curriculum. Another study highlighted the challenges experienced by English teachers in comprehending the Merdeka Curriculum.[9] Furthermore, the effectiveness of curriculum implementation is measured by the academic achievements of children inside a school.[10]

The researcher then conducted pre-interviews with English teachers at SMP N 2 and SMA N 3 in Lebong. These interviews were based on the explanation that was provided above, and included an examination of some of the challenges that teachers experience when attempting to improve the speaking abilities of their students. The Merdeka Curriculum was implemented at SMP N 3 and SMA N 2, which are two of the most popular schools in Lebong. The school was the pioneer in this endeavor and was very excited about its implementation. Examples of these limits include the students' own personal values regarding how they should speak. When it comes to speech, the average student's ratings are almost certainly lower than what they should be. In addition to that, the researcher conducted pre-observation on a few of the students by asking them to speak English. Because of

[8] 7 Rizky, RA.et al. Evaluation of Implementation of Independent Curriculum. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41.

[9] Aida, Nur. An analysis on the implementation of Merdeka Belajar Curriculum by the English teachers at tenth grade at SMKN1 Jambi. UIN Sulthan Thaha Saifuddin Jambi. (2022)

[10] Maulida, H. (2023). An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia. State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto

this, the students continue to have a lack of understanding regarding the topic that is being discussed.

Moreover, the researcher found some researches which discussed regarding Merdeka Curriculum. Nur Aida investigated the implementation of the Merdeka Belajar Curriculum by English teachers in class X at SMK Negeri 1 Jambi city.[11] Then, Tricahyati and Zaim examined the preparedness of English teachers and the challenges they encountered when implementing the Merdeka Belajar curriculum.[12] Additionally, Arina Ayuningtyas conducted the research about the strategies used in teaching English in Merdeka Curriculum.[13] The differences those previous studies with this current study are the subject of the research because the previous studies just had one level school, namely junior or senior high school. Meanwhile, this research's subject is junior and senior high school. Then, this research focused on teaching speaking and the teacher's difficulties and factor caused to teach it.

Hence, the researcher aims to investigate the challenges encountered by teachers when teaching speaking skills under the Merdeka Curriculum, as well as the underlying variables contributing to these issues. Consequently, the researcher desired to carry out the study titled **"TEACHER'S DIFFICULTIES TO IMPROVE STUDENTS' SPEAKING SKILL IN MERDEKA CURRICULUM AT LEBONG REGENCY"**.

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[11] Aida, Nur. (2022). An analysis on the implementation of Merdeka Belajar Curriculum by the english teachers at tenth grade at SMKN1 Jambi. UIN Sulthan Thaha Saifuddin Jambi.

[12] Tricahyati, S., & Zaim, M. (2023). *Journal of English Language Teaching English Teachers ' Readiness in Implementing of ' Merdeka Belajar ' Curriculum in Teaching English at Junior High School in Padang*. *12*(1), 97–105. https://doi.org/10.24036/jelt.v12i1.121783

[13] Ayuningtyas, A. (2023). Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum at SMP N 13 Surakarta. Universitas Muhammadiyah Surakarta.

**B. Research Questions**

Based on the background of the research that the research problem of this research is formulated as the following research questions:

1. What are the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency?

2. What are factors that caused the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency?

**C. Objective of the Research**

In order to achieve the teaching objectives, the researcher must effectively set up and prepare the classroom based on the problem. In order to accomplish the goal, the researcher might adopt an engaging teaching effort. The goal of the research is:

1. To know what are the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency

2. To know what are factors that caused the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency

**D. Definition of Key Terms**

The researcher describes the essential topics employed in this research to prevent misunderstandings.

1. Teachers' Difficulties

   The term "teacher's difficulty" refers to the challenges and obstacles that teachers encounter in their professional roles as educators. These difficulties can vary and may include issues related to workload, classroom management, student engagement, differentiated instruction, assessment, limited resources, parent and community involvement, professional development, work-life balance, and adapting to policy changes and expectations.[14]

2. Speaking Skill

   Speaking skills refer to the ability to convey thoughts, ideas, and information fluently and effectively through spoken language. It involves not only the accurate use of vocabulary and grammar but also the appropriate use of intonation, stress, and pronunciation to convey meaning clearly.[15]

3. *Merdeka* Curriculum

   As stated by Jaja Jahari, the policy known as "Independent Learning (Merdeka Belajar)" is an assessment of the current state of education and is formulated by the Minister of Education and Culture of the Republic of Indonesia. It operates under the guise of expediting the attainment of educational objectives outlined in the 2013

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[14] Darling-Hammond, L. (2017). Teacher Education around the World: What Can We Learn from International Practice? European Journal of Teacher Education, 40(3), 291-309.
[15] Pearson, P. D., & Hamm, D. N. (2007). Research-based practices for teaching Speaking skill In L. B. Gambrell, L. M. Morrow, & M. Pressley (Eds.), Best practices in literacy instruction (3rd ed., pp. 221-245). Guilford Press.

curriculum, as well as addressing educational challenges that arise in the era of the 4.0 revolution.[16].

## E. Significance of the Research

The researcher expects that this research ccontributes some significant progresses both theoretically and practically. The following items are explained about the significances of this research;

1. For Teachers

    In finding the difficulties and factors caused the difficulties in teaching speaking skill in Merdeka Curriculum related to the topics discussed in this research can be in the future assist teacher to be aware in getting knowledge about the curriculum before coming to practice in the class. The result of the study can also minimize difficulties faced by teacher in teaching speaking in the Merdeka Curriculum.

2. For students

    The results of this study can be useful for students because students can find out what efforts are used by the teacher so they can prepare themselves better and it is also expected that students can understand the importance of understanding a text.

3. For others Researches

    The researcher hopes that this research will help other

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[16] Jaja Jahari dan M. Sobry Sutikno. (2008). Manajemen Sumber Daya Manusia. Bandung:Prospect.P.50

researchers, suchas it can be used as references material with the topic about teachers' difficulties to improve students' speaking skill in Merdeka Curriculum. The next researcher can conduct a similar topic with a different perspective or in a different area, and also the result of teachers' strategies in this research could be practically used in another research for the next researcher in the future.

## F. Organization of the Research

From chapter one through chapter three, the organization of the paper is provided in this part. Introduction is in Chapter 1. It includes background information, research questions, research aims, research limitations, operational definitions, and research significance. Review of related literature is in the Chapter II. Reviews of relevant reviews and reviews of related studies are provided. Research Methodology is Chapter III. It covers the research method, the research topic, the research tool, the data gathering approach, and the data analysis technique. Then, the Chapter IV is finding and discussion. Finding and discussion provides the data from the research. Last is Chapter V. Chapter V provides conclusion of the research.

## CHAPTER II

## LITERATURE REVIEW

**A. Review of Related Theories**

**1. The Nature of Speaking**

**a. Definition Speaking**

Speaking is commonly defined as the act of communicating in everyday life. It is widely regarded as a crucial skill that must be regularly practiced for effective oral communication. Authentic communication involves verbal expression with the intention of fulfilling certain objectives, such as conveying wishes or aspirations, engaging in negotiations or problem-solving, and nurturing social connections and friendships. Everyday speech serves as a means of communication between individuals, whether it is in the home, school, or other locations.

Proficiency in speaking is crucial as it serves as the fundamental ability in verbal communication and plays a pivotal role in language acquisition and comprehension. It holds great significance in an individual's personal development and life experiences. Nonverbal communication is essential for social integration because without it, individuals may experience isolation. Hence, it can be asserted that oral communication is an imperative aptitude that holds substantial importance for English learners, particularly those studying it as a second language.

Speaking is the act of vocally expressing opinions, feelings, and ideas to

communicate with others. It involves the use of words, sounds, pronunciation, syntax, and vocabulary to facilitate communication between speakers. Speaking is a productive skill that plays a crucial role in the acquisition of a second language. In this thesis, the researcher discovered multiple resources elucidating the definition of speaking as provided by professionals. Louma defines speaking as an interactive process of building meaning that encompasses the production, reception, and processing of information.[17] Speaking is dependent upon the specific context in which it takes place, encompassing the persons involved, the physical surroundings, and the objectives of communication. It is a skill that involves active production and necessitates several supporting elements such as knowledge, confidence, self-awareness, and enthusiasm.

Harmer describes speaking as the capacity to communicate fluently, which requires not only understanding linguistic structures, but also the capability to comprehend and use information and language effectively[18]. Furthermore, Thornbury asserts that speaking is a real-life endeavour wherein the speaker articulates their thoughts to engage with the audience[19]. The actions are spontaneous and their continuation depends on the prevailing circumstances. Due to the limited planning time for speaking activities, the grammar utilized in these activities tends to be less comprehensive compared to the grammar employed in writing. Speaking activities involve more than just verbalizing words and sounds; each speaker has certain intentions behind engaging in these activities.

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[17] Louma.The principal of Teaching Speaking in Classroom Context. Uno Press.P.23

[18] Harmer, J. 2005. How to Teach English: An Introduction to the Practice of English language teaching. New York: Longman.

[19] Thornbury, 1954. Principle Of Geomorphology. New York: John Willy & Sons Inc.

According to Nunan, Speaking is one of the four fundamental English language abilities. It facilitates comprehension of information shared by individuals conversing in different languages[20]. The initial section on engagement will prioritise speaking. It entails the skillful and precise articulation of meaning, the use of practical or communicative ability, and adherence to the principles of appropriateness. Communication is a cooperative effort when participants work together to establish shared understanding and accomplish their communicative goals. Furthermore, Kayi emphasises the significance of oral communication in the process of acquiring a second language, highlighting the need of teaching and mastering speaking skills[21]. The individual stated that if we are unable to speak proficiently, our students will not be able to comprehend the subject matter due to the similarity between speaking and communication. In addition, effective communication inside the classroom is hindered in the absence of verbal interaction. As educators, it is imperative that we communicate with our pupils, as the words we convey to them can significantly impact their academic progress.

Based on the definitions provided beforehand, it can be inferred that speaking is the primary and essential aspect of language proficiency. It involves the oral exchange of verbal and nonverbal symbols with others, acquired through socialisation and communication. Speaking is a productive skill that is utilised for communication with others. Speech production involves more than just generating words and sounds. Speakers engage in this activity with the intention of conveying meaning, sharing their ideas and thoughts with listeners, and acquiring

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[20] Nunan, David. (1991). Language Teaching Methodology. New York: Prentice Hall.
[21] Kayi. (2018). The Autonomous Learnning in speaking context. Oxford University Press. P.23

knowledge.

**b.   The Importance of Speaking Skill**

In the era of globalisation, the ability to talk is widely recognised as a significant factor to success on a worldwide scale. This expertise is of utmost importance. Effective verbal communication is crucial for anyone seeking employment, as proficiency in spoken English is considered a prerequisite for career opportunities. Speaking is a vital and prioritised English ability as it is a fundamental aspect of communication. Proficiency in oral communication enables individuals to effectively engage in interpersonal interactions, articulate thoughts, convey intentions, express viewpoints, and influence others.

Proficiency in oral communication is essential for individuals across several professions, including architects, engineers, businessmen, scientists, and teachers. Effective speaking abilities are crucial for active participation in the communication process and for the acquisition of knowledge. Speaking is a crucial ability that students should cultivate and enhance. It is also a determining element in English proficiency, surpassing other skills. Thornbury argues that speaking is an essential aspect of everyday life that we often overlook. This suggests that speaking is highly necessary and significant for everyone[22].

The significance of speaking for children becomes evident when they engage in conversations with their peers or when they are required to express their

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[22] Ibid.P.23

opinions directly in response to spoken prompts or instructions provided by their teacher. This phenomenon is also seen in other situations such as casual conversations with friends, making purchases in stores, seeking directions on the street, engaging in problem-solving discussions, talking with a supervisor, and delivering seminar presentations. Engaging in those activities would prove challenging without proficiency in verbal communication. Based on the aforementioned significance, it can be deduced that speaking plays a pivotal part in various aspects such as daily communication, social interactions, and employment opportunities.

**c.  The Aspect of Speaking Skill**

In speaking, students should take into account various factors such as pronunciation, fluency, grammar usage, and expressing ideas clearly. It is important for individuals to communicate with clarity, accuracy, and effectively convey their message, ensuring that the listener comprehends their speech. This will enable students to speak fluently with acceptable pronunciation, facilitating understanding by the listener.

Furthermore, in order to gain a comprehensive understanding of speaking, several specialists have categorised different components of this skill. Turk states that the elements comprising speech include pitch, tone, timbre, and stress pattern[23]. It is important for speakers to pay attention to small details when speaking. They must ensure that the tone, timbre, and pitch of their voice are clear. Additionally, speakers should be aware of the stress placed on words, which

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[23] Turk (2011). Pronunciation: Challenge and teaching aspect. Drenada Press, P.34

can be low, medium, or high in intonation. This is necessary to ensure that words or sentences are appropriately delivered with the correct intonation. Put simply, when it comes to speaking, speakers must be aware of and understand the necessary components in order to ensure effective communication.

Harris asserts that there are five linguistic components that impact speaking proficiency: pronunciation, vocabulary, grammar, fluency, and comprehension[24]. The following section will provide explanations for the five aforementioned components:

a) Pronunciation

Hornby asserts that pronunciation refers to the manner in which a language is spoken and the specific articulation of a word. Essentially, when a somebody studies English, they must acquire the skill of correctly articulating English words[25]. This is crucial due to the contrasting phonetics of the Indonesian and English languages.

b) Vocabulary

Vocabulary is a crucial component among the five elements of speaking ability, playing a significant role in the development of English-speaking skills. Having an extensive vocabulary enables students to talk fluently and prevents confusion while pronouncing or producing a wide range of words.

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[24] Harris, P., Ambrose, G. (2009). The fundamentals of Phonology. United Kingdom: AVA Publishing SA
[25] Ibid.p21

c) Grammar

Grammar is the examination of the permissible forms and structures inside a language, as described by Thornbury. Furthermore, grammar is an elucidation of the principles that dictate the construction of sentences in a language. Grammar is the discipline concerned with the rules and principles governing the arrangement of words in a sentence, as well as the various forms that words might take. If students have a strong command of grammar, they will be able to excel at speaking the language.

d) Fluency

Harris defines fluency as the effortless and rapidity of speech or the smoothness of its progression. [26]

e) Comprehension

Comprehension, or the ability to understand, is a key component of speaking skill. When engaging in conversation, it is important for the speaker to be attentive to the interlocutor. Failure to perceive the speaker's words can lead to misunderstandings and hinder effective communication.

Based on the aforementioned explanations, it is evident that the various elements of speaking, including pitch, tone, timbre, accent, grammar, vocabulary, fluency, pronunciation, comprehension, range, accuracy, interaction, coherence,

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[26] Ibid. P17

rehearsal, feedback, engagement, content manner, purpose, and outcomes, must be acquired and mastered by students or learners as they cannot be disregarded. When it comes to the elements of speaking that the students should focus on, it is beneficial to ensure that the conversation is easily comprehensible to others. Furthermore, the teacher should integrate these elements when instructing speaking skills.

## 2. Teaching Speaking

Teaching is typically characterised as the exchange of information through spoken communication between a teacher and students, with the goal of imparting knowledge. Brown defines teaching as the act of guiding and facilitating learning, allowing the learner to acquire knowledge and creating the necessary conditions for learning to take place.[27] Mastering speaking abilities is critical for students as it enables them to communicate effortlessly and effectively express their thoughts and emotions verbally. Therefore, teaching students how to talk proficiently is of utmost importance. Richard supports the notion that developing proficient English speaking skills is a top objective for several individuals who are learning English as a second or foreign language.[28]

Teaching speaking is a complex and challenging task. Some teachers may experience challenges when teaching speaking skills. The issues themselves might be diverse, such as those arising from the use of ineffective learning

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[27] Brown, J. W., Lewis, R. B., & Harcleroad, F. F. (2019). AV instruction Technology, media, and methods. New York: McGraw-H
[28] Richard. Teaching Speaking in ESL context. Plentice Hall Press.P.78

methodologies, inadequate learning resources, and insufficient proficiency in providing instructional material, among others. All prevalent issues in teaching speaking must be addressed. In relation to these issues, effective teaching of speaking requires a well-developed plan, high-quality materials, suitable facilities, and a competent teacher. The teacher, facilities, and materials have a vital influence in determining the success of teaching speaking. Christine and Burn argue that the successful development of second language speaking skills relies equally on the teacher, materials, and the learners themselves.[29] Teaching can be defined as the act of imparting information to pupils in a way that ensures they remember, comprehend, and can apply the knowledge or skills to advance to a higher level of learning and other areas of life.

The objective of contemporary language instruction is to foster effective communication through the development of speaking abilities. Within the communicative model of language instruction, educators facilitate the acquisition of knowledge in students by offering genuine opportunities for practice, which effectively prepares them for real-world communication scenarios. The teacher assists their students in cultivating the capacity to generate grammatically accurate, logically coherent phrases that are suitable for certain settings, while employing intelligible pronunciation. Hence, the instructional approach should prioritise active student engagement, and the teaching and learning process should be designed to captivate students, thereby fostering their motivation to study within the classroom. Therefore, it is imperative for every teacher to endeavour to

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[29] Christin and Bund (2018). The Essence in Teaching Speaking. Oxford Press.P.234

establish a novel environment and distinct atmosphere in the classroom for students.

English instructors persist in teaching speaking as more than just rote memorization of grammar or English structure; rather, they focus on enhancing pupils' communication abilities. In order to cultivate speaking skills, it is crucial for the instructor to enhance the teaching-learning process to engage students and foster their enthusiasm. When a teacher effectively imparts knowledge, pupils are more likely to excel in their learning endeavours. When teaching speaking, teachers should enhance students' communication skills, as this enables them to effectively convey ideas, knowledge, and information to others. In senior high school, students are expected to have the ability to effectively communicate their ideas through concise spoken exchanges and engage in interpersonal interactions within their community in their day-to-day lives.

Senior high school students should possess proficiency in the following areas when it comes to speaking:

a) To demonstrate the exchange of information and verbal communication between individuals in a straightforward manner within their immediate surroundings. (Requesting someone's assistance, a concise message to someone, seeking clarification).

b) To demonstrate the practical significance of the spoken text and engage in brief monologues that recollect, narrate, and describe in order to communicate with the immediate surroundings. The user

requests a retelling of a story that involves elements of recounting, narrative, and description.

c) Generate the English speech, phonemes, and phonological patterns.

d) Utilise lexical and syntactic emphasis, intonational patterns, and rhythmic elements of the target language.

e) Choose suitable vocabulary and phrases based on the appropriate social context, audience, scenario, and topic.

f) Arrange their thoughts in a coherent and systematic order

g) Utilise language as a tool for conveying ideals and making judgements.

h) Fluency refers to the ability to utilise a language smoothly and confidently, without any noticeable pauses or hesitations.

Based on the aforementioned explanation, the researcher believes that it is crucial to offer students many opportunity to engage in oral language practice from various perspectives as a fundamental part of teaching this productive skill. The classroom should prioritise learner-centeredness. The teacher's duty is to enable and support pupils' communication.

## 3. Problems in Teaching Speaking

Students can encounter limitations when attempting to engage in classroom discourse. They experience fear and reluctance in making mistakes due to the fear of being judged by the listener. Richards identified some barriers in teaching

speaking that arise from learners: a) They are unable to maintain extended spoken conversations, b) There are many instances of communication breakdowns and misunderstandings, c) They have a limited vocabulary, d) They lack the necessary words to discuss common phrases. e) Insufficient implementation of communication methods, f) Exhibits a slow pace in speech and takes an extended period to construct utterances, g) Demonstrates limited ability to actively engage in participation, h) Spoken English lacks naturalness, i) Displays deficiencies in grammar, j) Exhibits shortcomings in pronunciation. In addition, he provides explanations for the inadequate speaking abilities that hinder effective teaching of speaking, including: a) Insufficient focus on speaking skills in the curriculum, b) Teachers' limited proficiency in English, c) Unfavourable classroom conditions for oral activities, d) Limited opportunities for practice outside of class, e) The examination system's lack of emphasis on oral skills.

Aleksandrzak identifies several key issues in teaching speaking, including: a) the limited and infrequent speaking opportunities in the classroom compared to the wide range of natural contexts, b) the various genres of oral communication, c) suboptimal conditions for fostering learners' speaking skills, d) the selection of appropriate types of spoken discourse for classroom practice in a specific language course, and e) the distribution of communicative situations.[30]

Based on the aforementioned hypotheses, it is plausible that these speaking difficulties can impede students' language acquisition during the teaching and learning process. Therefore, when instructing students in speaking,

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[30] Aleksandrzak (2011). Communication skill in Speaking Performance. University Press.P.125

teachers should consistently motivate them, ensuring that pupils do not feel disheartened by their errors. It is imperative for them to comprehend those errors are an integral component of the educational journey. Ultimately, it is imperative for educators to incorporate classroom speaking activities that foster active student participation. The challenges in teaching speaking necessitate educators to identify effective instructional approaches and develop strategies to address them.

4.  **Strategies in Teaching Speaking**

According to the Oxford pocket dictionary, strategies are defined as a deliberate plan of action formulated to accomplish a specific objective or overarching goal. According to Brown, strategy is defined as a specific technique or method used to solve an issue or complete a task. It is a way of operating to achieve a certain goal, or a deliberate plan for managing and influencing specific information.[31] Chammot in Brown provides a comprehensive description of strategy as a set of methods that aid in the process of learning. Strategies are typically deliberate and motivated by specific objectives.[32]

Moreover, the utilisation of methods by teachers during the learning process aids in enhancing the classroom experience by incorporating diverse activities. Efficient execution of the learning process and comprehensive comprehension of the lesson by students facilitate teachers in achieving their instructional objectives. Uno defines teaching strategy as the deliberate selection

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[31] Ibid.P.15
[32] Ibid. P.12

of activities by the teacher to facilitate and assist students in achieving the educational objectives.[33] Dick and Carey in Uno, further elucidate that teaching strategies encompass all the constituent elements of teaching materials and the methods or sequential actions employed by the teacher to assist pupils in attaining the instructional objectives. According to their perspective, a teaching strategy encompasses more than just procedures or actions; it also includes the organisation and delivery of instructional materials to pupils.[34].

Based on the previous explanation, it can be inferred that a teaching strategy refers to any method employed by an English teacher to support and assist students in achieving the objectives of English instruction.

5. **Teaching Speaking in merdeka curriculum**

Teaching speaking based on a *Merdeka* curriculum involves using a curriculum that is not tied to a specific textbook or standardized program. Instead, the teacher has the freedom to design, select, and adapt materials and activities based on the needs and goals of their students. This approach allows for more flexibility and customization in teaching speaking skills. In this context, the teacher takes on the responsibility of creating a structured and coherent sequence of speaking activities that align with the overall language learning objectives. They may draw from a variety of sources, such as authentic texts, online resources, videos, or real-life materials, to design speaking tasks and exercises

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[33] Uno (2018). Teaching Strategy in Speakig Class.Plentary Press.P.78
[34] Ibid.P.10

that promote communication and engagement.

The process of teaching speaking using a Merdeka curriculum typically involves the following steps:

a) Needs Assessment: The teacher assesses the students' current speaking abilities and identifies areas for improvement. This helps in tailoring the speaking activities to meet the specific needs of the learners.

b) Setting Objectives: Clear learning objectives for speaking skills are established, outlining the outcomes expected from the speaking activities.

c) Material Selection: The teacher gathers and selects appropriate speaking materials that align with the curriculum's objectives. These materials may include dialogues, role-plays, debates, presentations, and other interactive tasks.

d) Activity Design: The teacher designs a variety of speaking activities that cater to different proficiency levels and encourage students to practice speaking in various contexts.

e) Implementation: The speaking activities are integrated into the classroom instruction, and students are given opportunities to practice speaking individually, in pairs, or in groups.

f) Assessment: The teacher assesses students' speaking performance through various methods, such as observations, audio or video recordings, and informal or formal assessments.

g) Feedback and Reflection: Students receive feedback on their speaking skills, and teachers use this information to adjust and improve their instructional approach. Reflective practices help identify areas of improvement for future speaking activities.

Teaching speaking based on Merdeka curriculum allows the teacher to tailor the learning experience to the unique characteristics and needs of their students. It encourages creativity, adaptability, and responsiveness to the learners' progress, enabling a more engaging and effective language learning process[35].

6. **Teachers' difficulties to improve students' speaking skill based on** *Merdeka* **curriculum**

Since Merdeka curriculum is a new curriculum implemented in Indonesia, many teachers still have problem in implementing the curriculum especially in teaching speaking skill. According to Oradee some of these challenges include[36]:

1) Lack of Structured Speaking Activities: Merdeka curricula might not provide a well-structured sequence of speaking activities that progressively develop students' speaking skills. Teachers may need to design their own speaking tasks and exercises, which can be time-consuming and require careful planning.

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[35] Kosar, G & Bedir, H. 2014. Strategies-Based Instruction: A Means Of Improving Adult EFL Learners' Speaking Skills, International Journal Of Language Academy. Vol 2/3 Autumn. University Of Cukurova and Instructor Of social science University Of Ankara.

[36] Oradee, T. 2012. Developming speaking skills using three communicative activities (Duscussio, Problem solving, and role playing). International Jurnal Of Science and Humanity. Vol. 2 No. 6. Diakses pada 10 Oktober 2022s.

2) Limited Speaking Resources: Merdeka curricula may not come with a wide variety of speaking resources, such as audio recordings, videos, or interactive materials. Teachers might need to search for or create their own supplementary resources to enhance speaking practice.

3) Inadequate Speaking Assessment Tools: Merdeka curricula may lack comprehensive speaking assessment tools, making it challenging for teachers to accurately measure students' speaking proficiency and progress over time.

4) Limited Speaking Feedback: Without clear guidelines on providing speaking feedback, teachers may struggle to offer specific and constructive input to help students improve their speaking skills effectively.

5) Minimal Opportunities for Interaction: Some Merdeka curricula might not emphasize interactive speaking activities that promote authentic communication and meaningful interactions among students.

6) Adaptation to Student Needs: Teachers might find it difficult to adapt the Merdeka curriculum to cater to the diverse needs, interests, and proficiency levels of their students.

7) Lack of Professional Support: Merdeka curricula may not offer ongoing professional development or training opportunities specific to teaching speaking skills, leaving teachers to seek external resources on their own.

By being proactive, creative, and resourceful, teachers can effectively navigate the challenges of teaching speaking based on a Merdeka curriculum and provide a meaningful and engaging learning experience for their students.

## 7. Factors that influence difficulties faced by teachers to improve students speaking skill in Merdeka Curriculum

There are several factors that cause teachers' difficulties to improve students' speaking skill in Merdeka Curriculum proposed by Kosar G and Bedir H. the researcher combines theory with Merdeka Curriculum implementation. The statement is[37]:

1) Lack of Guidance: Merdeka curricula may not provide clear guidelines or instructional strategies for teaching speaking skills. Without a structured framework, teachers might struggle to plan and deliver effective speaking lessons.

2) Limited Resources: Merdeka curricula may not offer a wide range of speaking materials, such as authentic texts, audio recordings, or multimedia resources. Teachers might find it challenging to source or create suitable materials for speaking practice.

3) Insufficient Assessment Tools: Without specific speaking assessment tools, teachers may struggle to measure students' speaking proficiency

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[37] Kosar, G & Bedir, H. 2014. Strategies-Based Instruction: A Means Of Improving Adult EFL Learners' Speaking Skills, International Journal Of Language Academy. Vol 2/3 Autumn. University Of Cukurova and Instructor Of social science University Of Ankara

accurately and provide meaningful feedback for improvement.

4) Inadequate Professional Development: Teachers using a Merdeka curriculum might not have access to specialized training or professional development opportunities focused on teaching speaking skills, which can hinder their ability to employ effective instructional methods.

5) Time Constraints: Creating customized speaking activities and adapting the curriculum to individual student needs can be time-consuming, particularly for teachers with heavy workloads.

6) Difficulty in Adapting to Diverse Learners: Merdeka curricula might not account for the varying proficiency levels, learning styles, and cultural backgrounds of students. Adapting the curriculum to meet the needs of diverse learners can be challenging.

7) Lack of Support and Collaboration: Teachers using a Merdeka curriculum may miss the support and collaboration found in standardized curricula. Without a network of colleagues following the same curriculum, it can be more challenging to share ideas and resources.

8) Alignment with Standards: A Merdeka curriculum might not align well with national or state standards for language proficiency, making it difficult for teachers to ensure they are meeting required learning outcomes.

9) Limited Technology Integration: Some Merdeka curricula might not leverage technology effectively, potentially hindering teachers' ability to incorporate interactive speaking practice through digital tools.

10) Balancing Content Coverage: With the freedom to design their curriculum, teachers may face challenges in determining the appropriate balance between speaking practice and other language learning components, such as reading and writing.

To address these difficulties, teachers can seek professional development opportunities related to teaching speaking skills, collaborate with colleagues to share resources and ideas, and actively engage in reflective practices to continuously improve their instructional approach. Additionally, leveraging technology, connecting with language teaching communities, and seeking support from administrators can further support teachers in navigating the challenges of teaching speaking based on a Merdeka curriculum.

## B. Review of Relevant Studies

The researcher has discovered relevant studies pertaining to the subject under discussion in this study. First, conducted by Nur Aida with the title "An analysis on the Implementation of The Merdeka Belajar Curriculum By The English Teacher At Tenth Grade at SMKN 1 Jambi City". This study aims to investigate the implementation of the Merdeka Belajar Curriculum by English teachers in class X at SMK Negeri 1 Jambi city. The findings suggest that the

English teachers at SMK Negeri 1 Jambi City have effectively used the Merdeka Belajar Curriculum in their lesson preparation for class X, resulting in positive outcomes.[38]

Second previous study is conducted by Rizky with the title "Evaluation of Implementation of Merdeka Curriculum". The aim of this study was to evaluate the execution of a certain curriculum by analyzing a range of documents, including educational system legislation, rules from the Minister of Education and Culture, papers, and journals. The study employed the library research methodology. The results suggest that the introduction of the new curriculum presents both difficulties and beneficial effects. The findings of this study can serve as a foundation for developing educational policy and as a point of contemplation for teachers, principals, and other individuals involved in the matter.[39]

The third is conducted by Aulia, the title is "Teachers' Perception on The New Policy Called Merdeka Belajar". This qualitative study seeks to ascertain the viewpoints of teachers and get their opinions regarding the simplicity of the RPP/Lesson Plan. Questionnaires will be used as the primary tool for data collection. Teachers concur that the three components are crucial for inclusion in lesson plan development.[40]

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[38] Aida, Nur. (2022). An analysis on the implementation of Merdeka Belajar Curriculum by the english teachers at tenth grade at SMKN1 Jambi. UIN Sulthan Thaha Saifuddin Jambi.
[39] Rizky, RA.et al. (2022). Evaluation of Implementation of Independent Curriculum. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4.
[40] Aulia, RW. (2021). Teachers'Perception on The New Policy CalledMerdeka Belajar; a Page of Lesson Plan Pascasarjana Universitas Negeri Malang . FIKROTUNA; Jurnal Pendidikan dan Manajemen Islam Vol. 14, No. 02.

The fourth is conducted by Tricahyati and Zaim, the title is English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang". The objective of this study was to examine the preparedness of English teachers and the challenges they encountered when implementing the Merdeka Belajar curriculum. The quantitative analysis results indicate that teachers' preparedness to apply the curriculum is at level 3, or the "ready" category, but requires little development, as seen by an average score of 3.20. The interview findings revealed that teachers encounter challenges when it comes to developing learning objectives and implementing differentiated instruction during the teaching and learning process. While the teachers are already prepared in their respective categories, they still require workshops and training specifically targeting assessment and utilisation of information technology. This will aid teachers in creating interactive media and ensure they are better equipped for the implementation of the Merdeka Belajar curriculum.[41]

The fifth is conducted by Arina Ayuningtyas, the title is "Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum at SMP N 13 Surakarta". The findings of this study revealed that English teachers employed two distinct methodologies in instructing oral communication skills within the Merdeka Curriculum. They employed role play and question-answering techniques as pedagogical tactics for teaching oral communication. Subsequently,

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[41] Tricahyati, S., & Zaim, M. (2023). *Journal of English Language Teaching English Teachers ' Readiness in Implementing of ' Merdeka Belajar ' Curriculum in Teaching English at Junior High School in Padang*. *12*(1), 97–105. https://doi.org/10.24036/jelt.v12i1.121783

the teachers applied these methods, which were derived from modules and teaching procedures, namely pre-activity, while activity, and post-activity. The primary obstacles encountered by English teachers in teaching speaking skills include students' inhibitions, such as shame, lack of confidence, and fear of making errors. Additionally, students struggle with limited vocabulary, passive engagement, a preference for their native language over English, and difficulties in implementing new curriculum policies.[42]

There are some previous studies that discussed about *Merdeka* curriculum. However, those studies only focused on the challenges of teachers faced when they were teaching English. Besides, there was only one level of school to be the object of the research, such as junior high school, or senior high school. In this study the researcher focused on two level of schools, namely junior and senior high school. The researcher not only focused on the difficulties which faced by the teacher while improving students' speaking skill through the implementation of the Merdeka Curriculum, but also focused on the factors which caused the difficulties.

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[42] Ayuningtyas, A. (2023). Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum at SMP N 13 Surakarta. Universitas Muhammadiyah Surakarta.

# CHAPTER III

# RESEARCH METHODOLOGY

**A.**                                                                               **R**

**esearch  Design**

This study employed a descriptive qualitative research methodology. The text discusses the challenges faced by instructors when teaching speaking skills in Lebong Regency. Gay argues that qualitative research is employed to thoroughly investigate the research environment in order to get insight into the current state of affairs, the underlying reasons behind them, and the participants' perceptions within that context.[43] According to Moleong, qualitative research is a type of study that aims to comprehend the various aspects of a subject's experience, such as their behaviour, perception, motivation, and actions, holistically, and descript and using natural methods.[44] Based on the aforementioned theories, this research focuses on the challenges faced by teachers when teaching speaking skills in Islamic boarding junior high schools. This study examines the challenges faced by teachers in enhancing pupils' speaking proficiency within the context of the Merdeka curriculum.

**B.  Subject of the research**

The subject refers to the entity from which the data is obtained. According

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[43] Airasian, P and L. R. Gay. 2000. Educational Research: Competencies for Analysis and Application Sixth Edition. New Jersey: Prentice Hall Inc.

[44] Moelong, Lexy. 2010. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosda Karya

to Moelong, informants are individuals who possess knowledge about the research's context. [45] Gay states that the selection of the subject is determined by the evaluator's perception of their thoughtfulness and their possession of relevant information, viewpoints, and experiences pertaining to the research issue.[46]

In selecting the participant of this research, the researcher used purposive sampling. According to John W. Creswell explained that purposeful sampling or also known as purposive is the sampling technique to choose individuals or sites with the objective of learning or understanding the central phenomenon. The subject in this research is English teacher who teach in Lebong Regency. The teachers also selected by school that implemented *Merdeka* Curriculum. There are 2 schools which is implemented *Merdeka* Curriculum in term of total application; SMPN 2 Lebong and SMAN 3. The researcher chose these schools because these schools are two of the popular school in Lebong, and these schools are pioneer of applying Merdeka Curriculum in Lebong regency. Then, the subject of this research is the teacher who teaches English in each school. The total of the subjects are 2 teachers. In The researcher would like to get more detail information, understanding the phenomenon, and whether the information is related with the information received from the teachers.

## C.  Technique of Data Collection

According to W. Laurence Neuman, in collecting qualitative data the

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[45] *ibid P.*
[46] *Ibid.P*

researcher described in detail aboutpeople, actions, and events in society[47]. Based on the characteristics of qualitative research, the technique of data collection was carried out by observation, interview, and questionnaire. The following is the explanation of those instruments used for this research.

1.  **Interview**

    The interview approach is a means of acquiring primary data. Primary data refers to data that is acquired specifically for a particular research study.[48] Consequently, face-to-face interviews were utilised to gather main information. The researcher employed a structured interview approach, utilising pre-determined written questions for the interviewees. Within this particular context, the structured interview protocols entail the posing of precise and unbiased questions in a predetermined sequence. Furthermore, the questions were meticulously formulated, strategically arranged, and systematically aligned with the study's purpose. This procedure prompted the participants to provide responses to the questions with utmost precision.

    In this research, there are two kinds of interview; the first interview would answer the first questions about what are teachers' difficulties to improve students' speaking skill in Merdeka curriculum. The second interview is to answer the second question about what are factors cause teachers' difficulties to improve students speaking skill.

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[47] W. Lawrence Neuman. 2003. Social Research Methods: Qualitative And Quantitative Approaches. P.21Boston : Allyn and Bacon

[48] Hackett, P., "The Selection Interview",The Management Shapers Series (London: Chartered Institute of Personnel and Development, 2003) 95.

The researcher conducted the interview at SMPN 2 Lebong on November 27th, 2023 and at SMAN 3 Lebong on November 23rd, 2023. The researcher used the English teacher of each school to be the object of the interview of this research.

## 2. Observation

Observation is the fundamental approach, as stated by Ary et al., for thoroughly describing behaviour in a particular natural environment by documenting the incidence and length of observed behaviours.[49] In this study, the researcher employed non-participant observation as a means of data collection. This approach involved solely observing the classroom activities without actively participating in the field of study within the class. Non-participant observation is appropriate as it allows the researcher to comprehensively study all aspects of the teaching and learning process. The researcher employed an observation checklist as the primary instrument in this study. The observation serves to validate the information obtained by the researcher during the interview phase and is substantiated through the use of an observation checklist. The researcher conducted the observation three times at SMPN 2 Lebong on November 28 - 30th, 2023 and at SMAN 3 Lebong on November 24 - 26th, 2023. The researcher used the English teacher of each school to be the object of the observation of this research.

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[49] Ary, et al. 2010. 2006. Introduction to Research in Education. Wadsworth: Cengage Learning.P.78

## D. Research Instrument

In this study, the primary tool utilised was the researcher themselves, as defined by Gay. The researcher relied upon their own presence as the principal instrument for gathering data.[50] The researcher employed a questionnaire, interviews, and observation as the instruments for this investigation.

### 1. Interview Guidance

According to Tracy SJ, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and explanation[51] The interviewees in this research were two English teachers currently teaching in Lebong Regency based on Merdeka Curriculum Implementation. There are two parts in the interview. The first part is the identification part. This section is to identify the academic background of the teachers such as how long has the teacher been teaching, the university where the teacher completed her bachelor degree, and whether the teacher graduated from the faculty of English education or the faculty of English literature. The second part is the main section of the interview. The essence of this main section is to outline questions from the topic about the strategies teachers use during Learning. This section discusses in-depth the efforts used by teachers to improve students' speaking skill. The interview list is made

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[50] *Ibid.P*

[51] Tracy, S.J. (2013) Qualitative Research Methods. Wiley-Black Well, West Sussex.

Oradee. The following is the list of questions for teachers.

**Table 3.1. Interview Blueprint of Teacher's difficulties**

| No | Teachers' Difficulties | Description | Questions |
|---|---|---|---|
| 1 | Lack of Structured Speaking Activities | Merdeka curricula might not provide a well-structured sequence of speaking activities that progressively develop students' speaking skills Teachers may need to design their own speaking tasks and exercises, which can be time-consuming and require careful planning. | **1.** Can you share your experience with teaching speaking skills using an Merdeka curriculum? **2.** How have you managed to address the challenge of a lack of structured speaking activities? |
| 2 | Limited Speaking Resources | Merdeka curricula may not come with a wide variety of speaking resources, such as audio recordings, videos, or interactive materials | **3.** Does limited speaking resources include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **4.** How do you deal with the challenge of limited speaking resources when teaching speaking skills to your students? |
| 3 | Inadequate Speaking Assessment Tools | Merdeka curricula may lack comprehensive speaking assessment tools, making it challenging for teachers to accurately measure students' speaking proficiency and progress over time | **5.** Does limited Inadequate Speaking Assessment Tools include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **6.** What are some of the difficulties you have encountered when attempting to measure and evaluate students' speaking skills without |

| | | | comprehensive assessment tools? |
|---|---|---|---|
| 4 | Limited Speaking Feedback | Teachers may struggle to offer specific and constructive input to help students improve their speaking skills effectively | **7.** Does limited Speaking Feedback include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **8.** What are the main challenges you face in offering meaningful and constructive speaking feedback to your students due to the constraints on feedback opportunities? |
| 5 | Minimal Opportunities for Interaction | Some Merdeka curricula might not emphasize interactive speaking activities that promote authentic communication and meaningful interactions among students. | **9.** Does Minimal Opportunities for Interaction include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **10.** What are the main difficulties you face in promoting interactive speaking activities when the curriculum or teaching resources provide limited opportunities for interaction? |
| 6 | Adaptation to Student Needs | Teachers might find it difficult to adapt the Merdeka curriculum to cater to the diverse needs, interests, and proficiency levels of their students. | **11.** Does Adaptation to Student Needs include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **12.** What are some specific challenges you face |

| No | Factors | Description | Questions |
|---|---|---|---|
| | | | in catering to individual student needs when teaching speaking skills? |
| 7 | Lack of Professional Support | Merdeka curricula may not offer ongoing professional development or training opportunities specific to teaching speaking skills, leaving teachers to seek external resources on their own | **13.** Does Lack of Professional Support include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **14.** In what areas do you feel the need for more professional support when it comes to teaching speaking? **15.** Are there specific aspects of speaking instruction where additional guidance or training would be valuable? |

The second interview to answer the question about what are factors that cause teachers' difficulties to improve students' speaking skill in Merdeka Curriculum.

**Tabel 3.2. Interview Blueprint of the Factors caused Teacher's Difficulties**

| No | Factors | Description | Questions |
|---|---|---|---|
| 1 | Lack of Guidance | Merdeka curricula may not provide clear guidelines or instructional strategies for teaching speaking skills. | **1.** Does lack of guidance is a factor teachers' difficulties to improve students' speaking skill? **2.** What specific areas or aspects of teaching speaking do you feel would benefit from more guidance or clarity? How do you address |

| | | | these uncertainties in your instructional approach? |
|---|---|---|---|
| 2 | Limited Resources | Merdeka curricula may not offer a wide range of speaking materials, such as authentic texts, audio recordings, or multimedia resources | **3.** Does Limited Resources is a factor teachers' difficulties to improve students' speaking skill? **4.** What specific resources do you find most lacking in teaching speaking, and how do you compensate for their absence? |
| 3 | Insufficient Assessment Tools | teachers may struggle to measure students' speaking proficiency accurately and provide meaningful feedback for improvement | **5.** Does Insufficient Assessment Tools factor teachers' difficulties to improve students' speaking skill? **6.** What specific difficulties do you face in measuring and providing accurate feedback on students' speaking abilities due to the lack of comprehensive assessment tools? |
| 4 | Inadequate Professional Development | Teachers using an Merdeka curriculum might not have access to specialized training or professional development opportunities focused on teaching speaking skills | **7.** Does Inadequate Professional Development is a factor teachers' difficulties to improve students' speaking skill? **8.** How do you address the challenge of inadequate professional development when it comes to enhancing your skills in |

| | | | teaching speaking? |
|---|---|---|---|
| 5 | Time Constraints | Creating customized speaking activities and adapting the curriculum to individual student needs can be time-consuming, | **9.** Does Time Constraints is a factor teachers' difficulties to improve students' speaking skill?<br>**10.** What specific difficulties do you encounter in providing sufficient speaking practice for your students within the limited time available for each lesson? |
| 6 | Difficulty in Adapting to Diverse Learners | Merdeka curricula might not account for the varying proficiency levels, learning styles, and cultural backgrounds of students | **11.** Does Difficulty in Adapting to Diverse Learners is a factor teachers' difficulties to improve students' speaking skill?<br>**12.** What specific difficulties do you encounter when trying to accommodate various learning styles and proficiency levels in speaking activities? |
| 7 | Lack of Support and Collaboration | Teachers using a Merdeka curriculum may miss the support and collaboration found in standardized curricula | **13.** Does Lack of Support and Collaboration is a factor teachers' difficulties to improve students' speaking skill?<br>**14.** What specific difficulties do you encounter when trying to accommodate various learning styles and proficiency levels in speaking activities? |
| 8 | Alignment with | A Merdeka curriculum | **15.** Does |

| | Standards | might not align well with national or state standards for language proficiency, making it difficult for teachers to ensure they are meeting required learning outcomes | Alignment with Standards is a factor teachers' difficulties to improve students' speaking skill?<br>**16.** In the absence of standardized guidelines, how do you seek guidance or resources to align your speaking lessons with appropriate language proficiency standards? |
|---|---|---|---|
| 9 | Limited Technology Integration | Some Merdeka curricula might not leverage technology effectively, potentially hindering teachers' ability to incorporate interactive speaking practice through digital tools | **17.** Does Limited Technology Integration is a factor teachers' difficulties to improve students' speaking skill?<br>**18.** What specific technological resources or tools do you find lacking in teaching speaking, and how do you compensate for their absence? |
| 10 | Balancing Content Coverage | Balancing Content Coverage: With the freedom to design their curriculum, teachers may face challenges in determining the appropriate balance between speaking practice and other language learning components, such as reading and writing | **19.** Does Balancing Content Coverage is a factor teachers' difficulties to improve students' speaking skill?<br>**20.** How do you strike a balance between covering speaking skills and other language learning components in your curriculum? |

**2. Observation Checklist**

The researcher used observation checklist to confirm both questions in interview. To see whether the situation really happen in field of research. The observation checklist was managed by using theory proposed by Richard Kosar G and Bedir H. and Oradee. Then, the researcher set observation checklist. There are two table here, the first table was for the teachers; difficulties to improve students' speaking skills in *Merdeka* curriculum, the second was the factors that cause teachers'' difficulties to improve students' speaking skill in *Merdeka* curriculum.

**Tabel 3.3. Observation Blueprint Checklist of Teacher's Difficulties**

| No | Teachers' Difficulties | Indicators | YES | NO |
|----|------------------------|------------|-----|-----|
| 1 | Lack of Structured Speaking Activities | 1. Are there clear speaking activities in the lesson plan?<br>2. Do students engage in diverse speaking tasks regularly?<br>3. Are students actively participating and engaged in speaking activities? | | |
| 2 | Limited Speaking Resources | 4. Are there sufficient materials and resources available for speaking activities in the classroom?<br>5. Are speaking tasks varied and engaging, despite the limited resources?<br>6. Do students have access to authentic and real-life language usage for speaking practice?<br>7. Does the teacher encourage creativity and improvisation to | | |

| | | | | |
|---|---|---|---|---|
| | | compensate for limited resources? | | |
| 3 | Inadequate Speaking Assessment Tools | 8. Are there formal speaking assessment tools available, or is assessment mostly informal? 9. Are the assessment criteria and rubrics clear and well-defined? 10. Do students receive individualized feedback on their speaking strengths and areas for improvement? | | |
| 4 | Limited Speaking Feedback | 11. Is the feedback provided specific, constructive, and personalized to individual students? 12. Are there opportunities for students to receive feedback on various aspects of their speaking skills, such as pronunciation, fluency, and coherence? 13. Are there alternative methods, such as self-assessment or peer feedback, used to supplement limited teacher feedback? | | |
| 5 | Minimal Opportunities for Interaction | 14. Are speaking activities integrated into various parts of the lesson, such as warm-ups, group discussions, or pair work? 15. Are there opportunities for students to initiate and sustain conversations with their peers in the target language? | | |

| | | 16. Are students encouraged to actively participate and contribute during speaking activities? | | |
|---|---|---|---|---|
| 6 | Adaptation to Student Needs | 17. Are speaking tasks modified or differentiated to meet the individual needs of students? <br> 18. How does the teacher gather information about students' language proficiency levels and specific learning needs in speaking? <br> 19. Are there opportunities for students to provide input or express their preferences for speaking activities? | | |
| 7 | Lack of Professional Support | 20. Are there resources or materials provided to teachers specifically for improving speaking instruction? <br> 21. Are there mentorship or coaching programs available to assist teachers in developing their speaking instruction techniques? <br> 22. Does the teacher collaborate with other educators or language teaching communities to seek support and share ideas on teaching speaking? | | |

**Tabel 3.4. Observation Blueprint Checklist of the Factors Caused Teacher's Difficulties**

| No | Factors | Indicators | Yes | No |
|---|---|---|---|---|
| 1 | Lack of Guidance | 1. Are there established benchmarks or language proficiency standards to measure students' speaking progress?<br>2. Are the speaking tasks aligned with the overall language learning objectives, despite the absence of specific guidance? | | |
| 2 | Limited Resources | 3. Are there clear curriculum guidelines or standards provided for teaching speaking skills?<br>4. Are the speaking activities and tasks aligned with the overall language learning objectives? | | |
| 3 | Insufficient Assessment Tools | 5. Are there formal and comprehensive speaking assessment tools available?<br>6. Are the assessment criteria and rubrics well-defined and aligned with the learning objectives? | | |
| 4 | Inadequate Professional Development | 7. Are there professional development opportunities specifically focused on enhancing teaching speaking skills?<br>8. Does the school or institution provide sufficient support for language educators to improve their speaking instruction techniques? | | |
| 5 | Time Constraints | 9. Are there sufficient opportunities for speaking practice within | | |

| | | | | |
|---|---|---|---|---|
| | | the available class time? <br> 10. Are speaking tasks integrated into different parts of the lesson to maximize time usage? | | |
| 6 | Difficulty in Adapting to Diverse Learners | 11. Are there modifications made to speaking tasks to accommodate different learning styles and proficiency levels? <br> 12. Are students encouraged to provide input or express their preferences for speaking activities? | | |
| 7 | Lack of Support and Collaboration | 13. Are there opportunities for teachers to collaborate and share ideas on effective speaking instruction strategies? | | |
| 8 | Alignment with Standards | 14. Are the speaking activities and tasks aligned with the language proficiency standards or curriculum guidelines set by the school or educational institution? | | |
| 9 | Limited Technology Integration | 15. Are there specific technology tools or devices used to enhance speaking practice in the classroom? | | |
| 10 | Balancing Content Coverage | 16. Are there specific technology tools or devices used to enhance speaking practice in the classroom? | | |

## E. Data Triangulation

Triangulation is a crucial and effective method used in qualitative research

to enhance the reliability, validity, and credibility of a research study. The Moleong triangulation approach is a method used to assess the reliability of data by comparing it to external sources.[52] The researcher employed source triangulation in this study. The sources are being examined and compared based on their acquisition methods and the period at which they were obtained. Consequently, the researcher can make comparisons between interviews. If the data consistently demonstrates the same pattern, it indicates that the informant possesses a commendable inclination for providing accurate data. They are consistent in their response at each stage. The process of comparing days involves evaluating the outcomes of one interview in relation to the subsequent interview.

## F.  Technique of Data Analysis

This research involves the analysis of data obtained from interviews. The outcome of the interview was analysed utilising a three-step approach as recommended by Miles and Huberman. The items are:

1)  Data Reduction

At this stage, data is understood as a deliberate process involving selection, attention, concentration, significance, conceptualization, and manipulation of information derived from written field notes. The researcher follows a series of steps: a) Engaging in transcribing, b) Doing coding on the transcription, c) assigning numerical labels to

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[52] Moleong, L. J. 2010. Metodologi Penelitian Kualitatif, Bandung: Remaja Rosda karya

each item based on research findings. In data reduction, the researcher collected all results from the field and transcribed all items that the researcher found. After that, the researcher coded the transcription of the data collection.

2) Data display

Data display is a method of organizing a set of information in order to facilitate the drawing of conclusions or making informed decisions. This research presents the facts regarding the challenges faced by teachers in teaching speaking skills. After reducing the data, researcher collects the data obtained from the reduction data so that it resembles a conclusion and is displayed in paragraph form.

3) Conclusion and verification of the data

Upon analyzing and presenting the data, the researcher proceeded to formulate conclusions and verify the findings. The objective of this activity is to determine the challenges faced by teachers when teaching speaking skills through interviews.[53] Therefore, the researcher verifies data from findings from interviews and observations. Researchers conclude the findings to be the final results on the study.

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[53] Huberman, Micheles dan Miles Matthew. 1992. Analisis Data Kualitatif. UI Press. Jakarta

# CHAPTER IV

# FINDINGS AND DISCUSSION

The researcher has affirmed the outcomes derived from both interviews and observations within this section. The primary objective of this study was to conduct an in-depth investigation into "Teachers' difficulties in improving students speaking skill in merdeka curriculum at Lebong regency." To collect data, the researcher utilized an observation checklist for observations and interview guidelines to structure the interview questions. This section encompasses the presentation and analysis of the research findings and subsequent discussions.

## A. FINDINGS

The researcher acquired and analyzed data derived from both observations and interviews to identified Teachers' difficulties in improving students speaking skill in merdeka curriculum at Lebong regency. Furthermore, the researcher examined the factors that caused the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency.

1. **Teachers Difficulties to Improve Students' Speaking Skills in *Merdeka* Curriculum at SMPN 2 and SMAN 3 Lebong Regency.**

   To answer the first question, namely teacher's difficulties to improve students' speaking skill at SMPN 2 and SMAN 3 Lebong, the researcher used interview to gather the data. The interviews were carried out at SMPN 2 on

November 27th, 2023 and at SMAN 3 Lebong on November 23rd, 2023. From the interview, the researcher could see there are some problems faced by teacher in improving students' speaking based on Merdeka Curriculum Implementation at Lebong Regency. The explanation can be seen below:

a) **Lack of Structured Speaking Activities**

Based on the interview findings, it was determined that the Merdeka curriculum lacks explicit guidelines for teaching speaking skills. Consequently, teachers are required to independently identify and design speaking activities and exercises, which can be a time-consuming and meticulous process. The absence of structured speaking activities has a discernible impact on students within the educational context. One notable consequence is the hindrance it poses to the development of effective communication skills, an essential component of language acquisition. It also supported by the teachers:

> **Teacher 1:** *"I have to make my own speaking activities or supplement the existing curriculum with additional resources"*
> **Teacher 2:** *"This lack of structure makes me slowly develop students speaking skill because I have to design my own speaking activities first"*

b) **Limited Speaking Resources**

Based on the interview it was clear that Merdeka curricula may not come with a wide variety of speaking resources, such as audio recordings, videos, or interactive materials. Teachers might need to search for or create their own supplementary resources to enhance speaking practice. Both of teachers could not create a suit assessment

for students' progress in speaking. That problem caused a lack of enthusiast in speaking class during the learning process. The teacher stated that:

> **Teacher 1:** *"I need to find out the resources which matches to the Merdeka Curricula necessary. Otherwise, I have to develop my own resources"*
> **Teacher 2:** *"Actually we have a lot of learning resources in internet. But oftentimes teacher could not use it effectively because the unsupported facilities from school"*

Furthermore, teachers also asserted that the sluggish progress in students' speaking skills might be attributed to the scarcity of educational materials in schools, as well as the overwhelming abundance of resources, which sometimes leaves teachers perplexed when selecting the most efficacious source. According to the teacher:

> **Teacher 1:** *"Limited resources sometimes make me lack of ideas to improve my student's speaking skill"*
> **Teacher 2:** *"I think it is not limited, but it is too wide so teacher need to put much time to select the correct resources"*

c) **Inadequate Speaking Assessment Tools**

In this problem the researcher found that each teacher finds difficult to build the suitable speaking assessments tools for the students. Therefore, both of Teachers agreed that it is hard to identify students speaking level and giving a feedback for their progress. It also said by the teachers"

> **Teacher 1:** *"I could not provide specific measurement of the improvement in their speaking skill. So that, I put much effort to the student's activity"*

**Teacher 2:** "*I feel confuse about the suit assessment that could be used in classroom*"

### d) Limited Speaking Feedback

Without clear guidelines on providing speaking feedback, teachers may struggle to offer specific and constructive input to help students improve their speaking skills effectively. The researcher found that the teacher faced difficulties to encourage students to be an active learner so the teacher would not be able to track their progress. In this case, the teacher created a positive learning environment that make students bravely to speak. Besides, the lack of guidelines makes speaking activities out of line from what actually students really need. Somehow students would face a new challenges and problem in speaking activities. In the other side, teacher could not create a suit assessment for students' progress in speaking. It is proved from the teachers' interview, that:

> **Teacher 1:** "*The lack of guidelines makes speaking activities out of line from what actually students really need. somehow students will face a new challenges and problem in speaking activities*"
> **Teacher 2:** "*I could not create a suit assessment for students' progress in speaking*"

### e) Minimal Opportunities for Interaction

Based on the interview result, the researcher found that the teacher felt difficult to have a balance role between teacher need to make an interactive speaking activities and teacher need to give each

student with different method of teaching individually. Less of
interactive speaking activities make students hardly to reach out the
purpose of learning.

> **Teacher 1:** *"I feel difficult to have a balance role between teacher need to make an interactive speaking activities and teacher need to give each student with different method of teaching individually."*
> **Teacher 2:** *"Teacher not only seek to be able to create a good and interactive speaking activities but they need to fulfill the purpose of merdeka curriculum which is create students as an independent learner"*

f) **Adaptation to Students Needs**

Based the interview result, it can conclude that Teacher plays a
lot of roles in classroom, to always encourage and facilitate the
students with varied method as the variation of their level. It quietly
difficult in arranging the strategies of teaching that would be bringing
into classroom. Teachers might find it difficult to adapt the Merdeka
curriculum to cater to the diverse needs, interests, and proficiency
levels of their students. Both of teachers also agreed that difficulties to
give a suitable of speaking material that could accept all students'
different level.

> **Teacher 1:** *"I try to give an extra time outside of class for those students that still need more learning time in improving speaking skill"*
> **Teacher 2:** *"I find it difficult when I have to make that the students are in the same level with only one material or resource, unfortunately they are not"*

g) **Lack of Professional Support**

Based on the result of the interview, the researcher found that because this curriculum is new implemented, so it quietly hard to find a professional that have implement this curriculum greatly. Both teachers also agreed that it quietly takes a lot of time to find out the best and suit resources among an immersive resource available nowadays.

> **Teacher 1:** "*This case makes me feel have a slight creative idea that could be bring into classroom*"
> **Teacher 2:** "*Because this curriculum is new implemented, so it quietly hard to find a professional that have implement this curriculum greatly*"

2. **The Interview Result of factors that caused the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency**

In addition, the researcher also conducted the interview about the factors which caused the teachers' difficulties to improve students' speaking skill. This interview is taken at the same time with the first interview about the teacher difficulties. During interview section, there are some factors that influence teachers' difficulties in improving students' speaking skills based on the implementation of Merdeka curriculum in Lebong Regency. The explanation can be seen below;

a) **Lack of Guidance**

Merdeka curricula may not provide clear guidelines or instructional strategies for teaching speaking skills. Without a structured framework, teachers might struggle to plan and deliver

effective speaking lessons.

> **Teacher 1:** "*It makes me feel lack of idea to create an interactive speaking activity in classroom*"
> **Teacher 2:** "*Merdeka curriculum give all the responsibilities in learning process to the teacher*"

### b) Limited Resources

Merdeka curricula may not offer a wide range of speaking materials, such as authentic texts, audio recordings, or multimedia resources. Teachers might find it challenging to source or create suitable materials for speaking practice.

> **Teacher 1:** "*It makes me could not provide speaking activities with authentic material of speaking skill*"
> **Teacher 2:** "*Sometimes school facilities are not enough supported to give the authentic material*"

### c) Insufficient Assessment Tools

Without specific speaking assessment tools, teachers may struggle to measure students' speaking proficiency accurately and provide meaningful feedback for improvement.

> **Teacher 1:** "*It makes me could not provide a student's track progress in speaking activities*"
> **Teacher 2:** "*The assessment could not identify a clear progress of students speaking skill*"

### d) Inadequate Professional Development

Teachers using a Merdeka curriculum might not have access to specialized training or professional development opportunities focused

on teaching speaking skills, which can hinder their ability to employ effective instructional methods.

> **Teacher 1:** "*The lack of guideline makes me have no clue about what actually teacher do in improving students speaking skill*"
> **Teacher 2:** "*Because this curriculum is new, and school does not support to give an external webinar to the teacher*"

e) **Time Constraints**

Creating customized speaking activities and adapting the curriculum to individual student needs can be time-consuming, particularly for teachers with heavy workloads.

> **Teacher 1:** "*Sometimes it just affected my focus while preparing the material in improving my students speaking skill*"
> **Teacher 2:** "*Because there are a lot of responsibilities to take*"

f) **Difficulty in Adapting to Diverse Learners**

Merdeka curricula might not account for the varying proficiency levels, learning styles, and cultural backgrounds of students. Adapting the curriculum to meet the needs of diverse learners can be challenging.

> **Teacher 1:** "*It will make me hard to invite students to learn with varied material available*"
> **Teacher 2:** "*I need to prepare varied strategies also for each students in classroom*"

g) **Lack of Support and Collaboration**

Teachers using a Merdeka curriculum may miss the support and collaboration found in standardized curricula. Without a network of colleagues following the same curriculum, it can be more challenging to share ideas and resources.

> **Teacher 1:** "*It makes me feel have no partner to share a thought and solution in providing good speaking activities for students*"
> **Teacher 2:** "*Because it will make me slowly develop my students speaking skill*"

h) **Alignment with Standards**

A Merdeka curriculum might not align well with national or state standards for language proficiency, making it difficult for teachers to ensure they are meeting required learning outcomes.

> **Teacher 1:** "*It will make me feel difficult to encourage students to speak bravely without worrying about their English proficiency*"
> **Teacher 2:** "*I think the environment that not support students to speak English*"

i) **Limited Technology Integration**

Some Merdeka curricula might not leverage technology effectively, potentially hindering teachers' ability to incorporate interactive speaking practice through digital tools.

> **Teacher 1:** "*It makes me feel leave behind with an update resources and tools that other school possibly has*"
> **Teacher 2:** "*I think the knowledge to use the technology tools in classroom*"

**j) Balancing Content Coverage**

With the freedom to design their curriculum, teachers may face challenges in determining the appropriate balance between speaking practice and other language learning components, such as reading and writing.

> **Teacher 1:** "*I have no clue and idea about what actually I should bring and give to my students in case for improving their speaking skill that finely targeted with their speaking level*"
> **Teacher 2:** "*I have no clue about what actually good and better to bring in speaking activities*"

3. **The Observation Results of Teachers Difficulties to Improve Students' Speaking Skills in *Merdeka* Curriculum at Lebong Regency**

The researcher conducted an observation in two different schools, namely at SMPN 2 and SMA N 3 Lebong. The observation was done 3 times; at SMPN 2 Lebong on November 28 - 30th, 2023 and at SMAN 3 Lebong on November 24 - 26th, 2023. The researcher used the same theory to an observation for both schools. According to the result of the observation about teachers' difficulties to improve students' speaking skill, the researcher found that same result. It is shown in the table below:

**Table 4.1. The Observation Result of Teachers Difficulties to Improve Students' Speaking Skills in *Merdeka* Curriculum at SMP N 2 and SMA N 3 Lebong Regency**

| Indicators | Items | SMP N 2 Lebong | | | | | | SMA N 3 Lebong | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Obv 1 | | Obv 2 | | Obv 3 | | Obv 1 | | Obv 2 | | Obv 3 | |
| | | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |

| **1.      Lack of structured speaking activities** | 1.             The curriculum lacks a well-structured sequence of speaking activities that progressively develop students' speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2.      The teacher struggles to design their own speaking tasks and exercises, which consumes a significant amount of time. | √ | | √ | | √ | | √ | | √ | | √ | |
| **2.      Limited speaking resources** | 3.   The teacher faces difficulties due to limited availability of audio recordings, videos, or interactive materials to support speaking practice. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 4.      The teacher struggles to actively search for or create their own supplementary resources to enhance speaking practice. | √ | | √ | | √ | | √ | | √ | | √ | |
| **3.      inadequate speaking assessment tools** | 5.             The curriculum lacks comprehensive speaking assessment tools to measure students' speaking proficiency and progress. | √ | | √ | | √ | | √ | | √ | | √ | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6. The teacher struggles to assess students' speaking proficiency accurately due to the inadequate availability of comprehensive speaking assessment tools. | √ | | √ | | √ | | √ | √ | | √ | |
| **4. Limited speakingfeedback** | 7. The teacher struggles to consistently provide speaking feedback to students. | √ | | √ | | √ | | √ | √ | | √ | |
| | 8. The teacher lacks clear guidelines on providing speaking feedback. | √ | | √ | | √ | | √ | √ | | √ | |
| | 9. The teacher struggles to offer specific and constructive input to help students improve their speaking skills effectively. | √ | | √ | | √ | | √ | √ | | √ | |
| **5. Minimal opportunities for interaction** | 10. The teacher struggles to provide even limited opportunities for students to engage in interactive speaking activities. | √ | | √ | | √ | | √ | √ | | √ | |
| | 11. The speaking activities conducted lack emphasis on | √ | | √ | | √ | | √ | √ | | √ | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | authentic and real-life communication. | | | | | | | | | | | |
| | 12. The speaking activities do not effectively promote meaningful interactions among students. | √ | | √ | | √ | | √ | | √ | | √ |
| **6. Adaptation tostudent needs** | 13. The teacher struggles to address the varying linguistic abilities and learning styles of students. | √ | | √ | | √ | | √ | | √ | | √ |
| | 14. The teacher encounters difficulties in modifying instructional materials or activities to accommodate students with different language backgrounds or abilities. | √ | | √ | | √ | | √ | | √ | | √ |
| **7. Lack of professional support** | 15. The teacher lacks ongoing professional development or training opportunities specifically focused on teaching speaking skills. | √ | | √ | | √ | | √ | | √ | | √ |
| | 16. The teacher struggles to seek external resources and support on their | √ | | √ | | √ | | √ | | √ | | √ |

| | own          for improving speaking      skills instruction. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|

According to the table above, it demonstrates the results from the observation which had been conducted for 3 times in two different schools has same results each other. There are seven items that form the basis of this observation: lack of structured speaking activities, limited speaking resources, inadequate speaking assessment tools, limited speaking feedback, minimal opportunities for interaction, adaptation to student needs, and lack of professional support. Regarding the **first item**, teachers perceive that the Merdeka Curriculum lacks a coherent arrangement of speaking tasks, necessitating teachers to independently determine their own selections, which is deemed time-consuming. **The second issue** is that teachers encounter difficulties in executing this **Merdeka** curriculum due to the scarcity of speaking learning resources. As for the **third point**, teachers have a tough time evaluating appropriate speaking criteria because there are not enough instruments available for evaluating speaking. Besides, **the fourth item**, the researcher found that it is challenging for teachers to establish clear criteria when it comes to offering feedback to students. Furthermore, it is challenging for teachers to deliver feedback that encourages students to improve their performance even further. In regard to **the fifth point**, the teacher is of the opinion that the content that is provided from the curriculum is not very relevant to the students' everyday lives. The result is that it is challenging for teachers to invite students to participate in activities that involve interactive

speaking. When it came to **the sixth point**, the researcher discovered that it was challenging for teachers to deal with the different backgrounds of each individual students. In light of this, it is challenging for teachers to provide instructional materials that can be adapted to the specific circumstances of each student. Regarding the seventh item, the researcher observed that teachers were not provided with supplementary training to bolster their understanding of how to improve students' particular speaking abilities. Consequently, teachers endeavored to devise efficacious educational concepts that would enhance students' speaking proficiency.

4. **Observation Result of factors that caused the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency**

The researcher conducted an observation in two different schools, namely at SMPN 2 and SMA N 3 Lebong. The observation was done 3 times; at SMPN 2 Lebong on November 28 - 30th, 2023 and at SMAN 3 Lebong on November 24 - 26th, 2023. The researcher used the same theory to an observation for both schools. According to the result of the observation about the factors of teachers' difficulties to improve students' speaking skill, the researcher found that there are similarities in results between the two schools. It is shown in the table below:

**Table 4.2. The Observation Result of factors that caused the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at SMP N 2 and SMA N 3 Lebong**

| Indicators | Items | SMPN 2 Lebong | SMA N 3 Lebong |
|---|---|---|---|

| | | Obv 1 | | Obv 2 | | Obv 3 | | Obv 1 | | Obv 2 | | Obv 3 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| **1. Lack of Guidance** | 1.The curriculum does not provide clear guidelines or instructional strategies for teaching speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 2. Teachers do not have access to a structured framework or instructional strategies for teaching speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 3. The guidelines and strategies for teaching speaking skills in the curriculum are not clear and easy to understand. | √ | | √ | | √ | | √ | | √ | | √ | |
| **2. Limited Resources** | 4. There is a limited availability of authentic texts for speaking practice. | √ | | √ | | √ | | | √ | | √ | | √ |
| | 5. There is a limited availability of audio recordings for speaking activities. | √ | | √ | | √ | | | √ | | √ | | √ |
| | 6. There is a limited availability of multimedia resources (e.g., videos, nteractive platforms) for speaking | √ | | √ | | √ | | | √ | | √ | | √ |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | practice | | | | | | | | | | |
| | 7. The teacher struggles to find speaking materials that are suitable for the curriculum. | √ | | √ | √ | | √ | | √ | | √ |
| **3. Insufficient Assessment Tools** | 8. There is a lack of specific speaking assessment tools provided in the curriculum. | √ | | √ | √ | | √ | | √ | | √ |
| | 9. There is insufficient assessment tools that adequately measure students' speaking proficiency. | √ | | √ | √ | | √ | | √ | | √ |
| | 10. The absence of standardized rubrics or criteria for assessing speaking skills contributes to the difficulty in consistent evaluation. | √ | | √ | √ | | √ | | √ | | √ |
| **4. Inadequate Professional Development** | 11.There is a lack of specialized training or professional development opportunities focused on teaching speaking skills in the curriculum. | √ | | √ | √ | | √ | | √ | | √ |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 12. There are challenges hindering the implementation of effective instructional methods for speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| 5. Time Constraints | 13. There is a lack of sufficient time allocated for speaking activities in the classroom. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 14. The teacher faces difficulties in managing heavy workloads, affecting their ability to focus on improving students' speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| 6. Difficulty in Adapting to Diverse Learners | 15. There are noticeable discrepancies in the proficiency levels of students within the same class. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 16. There are observable difficulties in matching teaching approaches to students' individual learning styles. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 17. There are observable challenges in incorporating culturally relevant content | √ | | √ | | √ | | √ | | √ | | √ | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | into the curriculum. | | | | | | | | | |
| **7. Lack of Support and Collaboration** | 18. There is a lack of a platform or system in place to facilitate communication and collaboration among teachers using the Merdeka curriculum. | √ | | √ | | √ | | √ | √ | √ | |
| | 19. There is a lack of access to relevant resources to support the improvement of students' speaking skills in the Merdeka curriculum. | √ | | √ | | √ | | √ | √ | √ | |
| **8. Alignment with Standards** | 20. There is a misalignment between the curriculum and language proficiency standards, affecting the fulfillment of required learning outcomes. | √ | | √ | | √ | | √ | √ | √ | |
| **9. Limited Technology Integration** | 21. Digital tools and resources are not effectively incorporated for interactive speaking practice. | √ | | √ | | √ | | √ | √ | √ | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 22. Suggested digital tools or resources for interactive speaking practice are not provided or emphasized in the curriculum materials. | √ | √ | √ | | √ | √ | √ | | |
| **10.Balancing Content Coverage** | 23. There is an imbalance between speaking practice and other language learning components. | √ | √ | √ | | √ | √ | √ | | |

According to the table above, it demonstrates the results from the observation which had been conducted for 3 times in two different schools has almost same results each other. There are ten items that form the basis of this observation to find the factors caused the teachers' difficulties: Lack of Guidance, Limited Resources, Insufficient Assessment Tools, Inadequate Professional Development, Time Constraints, Difficulty in Adapting to Diverse Learners, Lack of Support and Collaboration, Alignment with Standards, Limited Technology Integration, and Balancing Content Coverage. In the **first item**, researcher discovered that both schools encountered a common issue. The primary reason behind teachers' struggle to enhance students' speaking abilities was the absence of proper direction. Specifically, confusing standards pertaining to teaching speaking were deemed challenging by the teachers. The researcher discovered that the **second aspect** contributing to the issue was

the insufficient availability of instructional materials for teachers to utilise. Contrarily, at SMA N 3 Lebong, the teacher did not experience any deficiency in terms of learning resources. The **third item**, an issue that causes teachers difficulty is the lack of tools to complete student assessments mandated by Merdeka curriculum. Based on observations of the **fourth item**, researcher discovered that teachers in each school lacked training in curricular independence, which hindered their ability to effectively adopt suitable tactics for speaking sessions. In the **fifth item**, the researcher found that another element that affects teachers' challenges in developing students' speaking skills is the shortage of time offered by the Merdeka curriculum in teaching speaking. Moreover, in the sixth observation, researcher noted that teachers experienced some confusion when instructing students with diverse backgrounds. Additionally, according to **sixth item**, teachers were also tasked with the responsibility of ensuring parity among all students' academic abilities. The **seventh item**, looking at the circumstance that transpired, researcher observed that teachers did not employ platforms that were able to promote speaking activities properly. For the **eighth item**, the researcher discovered that the curriculum desires were not in accordance with the current situations in the field. According to **ninth item**, the researcher also discovered that the autonomous curriculum does not offer an efficient technological solution for teaching speaking. Lastly, in **tenth item**, researcher saw that the

information offered by the autonomous curriculum occasionally does not align with the students' abilities.

According to the interview and observation result about teacher's difficulties and the factor caused the teacher's difficulties, the researcher concluded that the English teachers at SMP N 2 and SMA N 3 Lebong encountering some obstacles, such as Lack of Structured Speaking Activities, Limited Speaking Resources, Inadequate Speaking Assessment Tools, Limited Speaking Feedback, Minimal Opportunities for Interaction, Adaptation to Student's Needs, Lack of Professional Support. Meanwhile, the researcher also found that the cause of teacher's difficulties in teaching speaking in Merdeka curriculum due to Lack of Guidance, Limited Resources, Insufficient Assessment Tools, Inadequate Professional Development, Time Constraints, Difficulty in Adapting to Diverse Learners, Lack of Support and Collaboration, Alignment with Standards, Limited Technology Integration, Balancing Content Coverage.

## B. DISCUSSION

In this part, the researcher discusses about "teachers' difficulties in improving students speaking skills based on Merdeka curriculum and the factor that influence teachers' difficulties in improving students speaking skills based on Merdeka curriculum". There are points that the researcher gained from the interview and observation;

**Teachers' difficulties to improve students' speaking skills in *Merdeka* Curriculum at Lebong Regency**

Based on finding data both the interview and observation conducted by the researcher, it can be shown that there are several problems faced by the teachers in learning speaking based on Merdeka Curriculum implementation in speaking class. According to the findings of the researcher, out of the seven issues that were utilized as a reference in this study, the researcher discovered that both schools experienced overall from these aspects of the issues. First is **Lack of Structured Speaking Activities,** Teachers encounter situations where they must create assignments and activities on their own because there is a lack of materials expressly designed for this Merdeka curriculum. Oradee's statement aligns with the notion that Merdeka curricula may lack a systematic arrangement of speaking tasks that gradually enhance students' speaking abilities. Teachers may be required to create their own speaking objectives and exercises, a process that can be time-consuming and necessitates meticulous organization.[54] Furthermore, the researcher discovered that the absence of resources for training speaking skills posed a significant challenge in implementing this Merdeka curriculum. According to Mu'arifin in Ayuningtyas, he expressed those teachers have challenges and lack knowledge in creating instructional materials, specifically teaching modules that prioritize the development of soft skills.[55] In addition, based on interviews and observations, teachers often encounter challenges in

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[54] Oradee, T. 2012. Developming speaking skills using three communicative activities (Duscussio, Problem solving, and role playing). International Jurnal Of Science and Humanity. Vol. 2 No. 6. Diakses pada 10 Oktober 2022s.
[55] Arina ayuningtyas . Strategies Used By The Teacher In Teaching Speaking In Merdeka CurriculumAt Smp N 13 Surakarta. Thesis. Universitas Muhammadiyah Surakarta. 2023.

creating evaluation tools for this Merdeka curriculum. According to research, during the initial implementation of the Merdeka Curriculum guidelines, teachers and school staff had challenges in establishing school administration.[56] Furthermore, there is an absence of constructive input from students while implementing the self-directed curriculum for spoken language acquisition. This is a consequence of the students' inhibitions. This aligns with Ayuningtas, the student's reluctance to teach speaking, which can be attributed to factors such as limited English vocabulary, lack of confidence, passive involvement, and a preference for using the native tongue over English.[57] Subsequently, the teacher perceived that the allocated duration for acquiring speaking skills was insufficient, so depriving the students of the opportunity to develop them. The constrained time allotment for teachers makes it challenging to fulfil the desired learning objectives during the learning process.[58] Another challenge entails comprehending the distinctions among every student inside the class. Teachers must possess a comprehensive understanding of students' whole experience. Additionally, teachers may need to provide fair treatment for all studentss, even if they have varying capacities. The challenge is in the presence of differentiated learning, which refers to the variations in learning that are based on the unique features and talents of individual individuals. Teachers should possess a comprehensive understanding of the individual characteristics of all students in order to

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[56] Rizky, RA.et al. Evaluation ofImplementation ofIndependent Curriculum. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

[57] Arina ayuningtyas . Strategies Used By The Teacher In Teaching Speaking In Merdeka CurriculumAt Smp N 13 Surakarta. Thesis. Universitas Muhammadiyah Surakarta. 2023.

[58] Amilia Yulita An Analysis ofEnglish Teacher's Lesson Plan Referring to Merdeka Belajar Program at Smpn 30 Palembang. Thesis. Sriwijaya university Palembang. 2021.

effectively adapt their teaching methods to accommodate students with varying levels of ability, ranging from high to middle and low. This adaptation should take into consideration the preferred learning style of each student, whether it be visual, auditory, or kinesthetic.[59] Ultimately, teachers require supplementary instruction to enhance their capacity to implement the Merdeka curriculum in relation to speaking abilities. Therefore, the assistance of school administrators is necessary to aid teachers. According to Rizky, principals should demonstrate initiative by actively seeking to acquire additional knowledge and gather more information about the new curriculum.[60]

From the data above, it was clear that there 7 difficulties occurred during interview and confirmed by the observation. According to Oradee, there at least 7 difficulties in improving students' speaking skills based on Merdeka curriculum implementation.[61] Here, the researcher found there are 7 difficulties in improving students' speaking skills in the implementation of new curriculum. In line with research done by Handayani, which conclude that there are 7 difficulties aspect in improving students speaking skills based new curriculum implementation. [62] It is confirmed also theory from Oradee but in her research, the main difficulties part is lack of professional support.

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[59] Maulida, H. (2023). An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia. State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto

[60] Rizky, RA.et al. Evaluation ofImplementation ofIndependent Curriculum. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

[61] Oradee, T. 2012. Developming speaking skills using three communicative activities (Duscussio, Problem solving, and role playing). International Jurnal Of Science and Humanity. Vol. 2 No. 6. Diakses pada 10 Oktober 2022s

[62] P. Handayani. 2017. Speaking skills and new curriculum implementation. Jurnal Humaniora of Science and Language. Vol.6.

**Factors that caused the Teachers difficulties to improve students' speaking skills in _Merdeka_ Curriculum at Lebong Regency.**

Based on the findings in the sub chapter before, it confirmed that there are several factors that caused the teachers difficulties to improve students' speaking skills in Merdeka Curriculum at Lebong Regency. The absence of clear criteria in teaching speaking is a significant challenge for teachers in fostering students' speaking skills. The challenge faced by teachers in effectively managing the classroom, particularly in aligning the planned learning steps with the teaching and learning activities, especially for lower-level classrooms.[63] Another contributing aspect is the insufficient allocation of resources in the educational process. Furthermore, the compatibility of assessment tools with professionals in the sector is another crucial aspect, alongside teaching resources. Teachers are required to align all aspects of their instruction with the requirements of the curriculum. Teachers and school workers encountered challenges in implementing school administration according to the Merdeka Curriculum principles.[64] In addition, teachers also perceive a lack of support from individuals with a deeper comprehension, making it imperative for teachers to grasp each stage of this Merdeka curriculum on their own. The failure of the new curriculum can be attributed to a lack of well-informed principals who are familiar with the content

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[63] Maulida, H. (2023). An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia. State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto

[64] Rizky, RA.et al. Evaluation ofImplementation ofIndependent Curriculum. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

of the curriculum being implemented.[65] Furthermore, the limited time allocated is a hindrance to the enhancement of students' proficiency in speaking. Maulida's statement aligns with the fact that the restricted time allocated to teachers makes it challenging to fulfil the desired learning goals during the learning process.[66] The state of the student has become one of the factors that hinder the student's development. Students possess diverse traits that pose challenges for teachers in determining a lesson plan that caters to the needs of all students.[67] Besides, the principals play a crucial role as supervisors and leaders in the implementation of new curriculum. They also play a strategic role in the curriculum development process, such as establishing a shared understanding of the nature of implementing an Merdeka curriculum and fostering collaboration among school members and beneficiaries.[68] Additionally, Teachers acknowledged that there is no substantial disparity in terms of alleviating the teachers' workload. The government's expectations were not met. Although it is referred to be a one-page lesson plan, in reality, there are other papers and files involved. The government should prioritise the evaluation process to ensure that the implementation aligns with expectations. It is necessary to verify whether the implementation aligns with the concept of Merdeka Belajar.[69]

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[65] Maulida, H. (2023). An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia. State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto

[66] Ibid,.

[67] Sakiruddin English Teachers' Challenges in Designing English Lesson Plans for The 2022 Prototype Curriculum. Thesis. Universitas Muhammadiyah makassar. 2022.

[68] Rizky, RA.et al. Evaluation ofImplementation ofIndependent Curriculum. Journal of Curriculum and Pedagogic Studies. Vol. 1 No. 4, June 2022, page.32-41

[69] Pertiwi, Anita & Pusparini, Ririn. Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum. EDUKATIF: JURNAL ILMU PENDIDIKAN. 3.. (2021).

Therefore, to facilitate the advancement of a curriculum, it is imperative to have the necessary infrastructure and additional facilities to sustain the development of English language proficiency. Moreover, the Merdeka Curriculum utilises learning outcomes in the subject standards as a basis for developing instructional materials. This is done by carefully examining whether the points in the standards can be categorised as either knowledge or skills. The broadness of the subject leads to multiple perspectives and interpretations from different teachers. Therefore, it is essential to consolidate ideas in order to establish a coherent flow and achieve the desired learning objectives. This also presents challenges in formulating learning objectives. The educators contended that in order to surmount those impediments, kids needed possess a comprehensive understanding of the existing curriculum. This aligns with prior research indicating that numerous teachers have struggled to effectively develop the lesson plan.[70]

It can conclude that there are 10 factors occurred in teachers' difficulties in improving students' speaking skills in the implementation of Merdeka Curriculum at Lebong Regency proposed by Kosar G and Bedir H.[71] The researcher connects the theory to the implementation of Merdeka Curriculum by guided book from Ministry of Education. In the research field, there are 10 factors contribute to the teachers' difficulties in improving students' speaking skills based on Merdeka

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[70] Sania Tricahyati, M. Zaim English Teachers' Readiness in Implementation of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang Journal of English language teaching. Volume 12 No. 1 p 97-105 .2023.
[71] Kosar, G & Bedir, H. 2014. Strategies-Based Instruction: A Means Of Improving Adult EFL Learners' Speaking Skills, International Journal Of Language Academy. Vol 2/3 Autumn. University Of Cukurova and Instructor Of social science University Of Ankara

curriculum implementation at Lebong Regency. From the discussion, it can confirm that all factors that proposed by the theory occurred during the implementation of Merdeka.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

In the preceding chapter, the Researcher validated and elucidated the collected data. In this segment, the researcher presents the conclusions that address the research questions. Furthermore, the section offers recommendations for future researchers intending to explore this field in more depth.

## A. Conclusion

Based on the results of interviews and observations that have been conducted on English teachers at two different school levels in Lebong, namely SMP N 2 and SMA N 3 Lebong, researcher found that the results of this study regarding difficulties in improving students' speaking skills based on Merdeka curriculum and factors occurred in teacher's difficulties in improving students' speaking skills in the implementation of Merdeka Curriculum. Based on data analysis in Chapter IV, researcher found that there are 7 difficulties in improving students' speaking skills based on Merdeka curriculum implementation occurred in learning speaking skills based on Merdeka Curriculum implementation at Lebong Regency; Lack of Structured Speaking Activities, Limited Speaking Resources, Inadequate Speaking Assessment Tools, Limited Speaking Feedback, Minimal Opportunities for Interaction, Adaptation to Student's Needs, Lack of Professional Support. Besides, there are 10 factors occurred in teacher's difficulties in improving students' speaking skills in the implementation of Merdeka Curriculum at Lebong Regency: Lack of Guidance, Limited Resources,

Insufficient Assessment Tools, Inadequate Professional Development, Time Constraints, Difficulty in Adapting to Diverse Learners, Lack of Support and Collaboration, Alignment with Standards, Limited Technology Integration, Balancing Content Coverage.

## B. Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion is;

1.    To the school

The instruction of spoken communication aligned with the implementation of the Merdeka Curriculum holds significant contemporary relevance. Educational institutions bear the responsibility of meeting the stipulated criteria within this curriculum, particularly in the context of English-speaking instruction.

2.    The Teachers

For educators instructing in accordance with the Merdeka Curriculum, it is advisable to have a thorough understanding of the challenges encountered by students, stemming from the implications of this novel curriculum. This awareness is crucial to ensuring the effective progression of the learning process.

3.    The students

Students need to recognize that there are certain challenging aspects associated with acquiring speaking skills under the implementation of a new curriculum. It is imperative for them to be prepared for and adapt to these changes

4.    The others researcher.

Numerous aspects remain unexplored by the current researcher, underscoring the expectation that subsequent researchers will delve deeper into extracting additional information from the implementation of the Merdeka curriculum in the context of teaching speaking.

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# APPENDIX

**Appendix 1. SK Pembimbing**

## KEMENTERIAN AGAMA REPUBLIK INDONESIA
### INSTITUT AGAMA ISLAM NEGERI CURUP
### FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : **618** Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

| | | | |
|---|---|---|---|
| Menimbang | : | a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. | Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : | 1. | Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. | Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. | Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. | Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. | Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. | Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. | Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. | Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.76/In.34/FT.5 /PP.00.9/9/2023 |
| | | 2. | Berita Acara Seminar Proposal Pada Hari Rabu, 11 Oktober 2023 |

### M E M U T U S K A N :

Menetapkan

| Pertama | : | 1. | Dr. Paidi Gusmuliana, M.Pd | 19840917 201501 1 004 |
|---|---|---|---|---|
| | | 2. | Sarwo Edy, M.Pd | 19810607 202321 1 011 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

| | | |
|---|---|---|
| N A M A | : | **Ferdawen Redi Gunawan** |
| N I M | : | **19551024** |
| JUDUL SKRIPSI | : | **English Teacher Difficulties to Improve Students Speaking Skill in Merdeka Curriculum at Lebong Regency** |

| Kedua | : | Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
|---|---|---|
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ; |

Ditetapkan di Curup,
Pada tanggal  25 Oktober 2023
Dekan,

**Sutarto**

Tembusan
1. Rektor
2. Bendahara IAIN Curup
3. Kabag Akademik kemahasiswaan dan kerja sama,
4. Mahasiswa yang bersangkutan

**Appendix 2. Izin Penelitian**

## KEMENTERIAN AGAMA REPUBLIK INDONESIA
### INSTITUT AGAMA ISLAM NEGERI CURUP
### FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

**IAIN CURUP**

Nomor        : 2937 /In.34/FT/PP.00.9/10/2023                    31 Oktober 2023
Lampiran   : Proposal dan Instrumen
Hal            : Permohonan Izin Penelitian

Kepada Yth. **Kepala Dinas Penanaman Modal dan**

**Pelayanan Terpadu Satu Pintu (PTSP)**

**Kab. Lebong**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama                    : Ferdawen Redi Gunawan
NIM                      : 19551024
Fakultas/Prodi      : Tarbiyah / TBI
Judul Skripsi        : English Teacher Difficulties to Improve Students Speaking Skill in Merdeka
                             Curriculum at Lebong Regency
Waktu Penelitian  : 31 Oktober s.d 31 Januari 2023
Lokasi Penelitian  : Kab. Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

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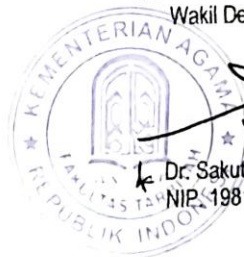
                                                                        Dr. Sakut Anshori, S.Pd.I., Hum
                                                                        NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;
1  Rektor
2  Warek 1
3  Ka Biro AUAK
4  Arsip

**Appendix 3. Kartu Bimbingan Skripsi**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

**IAIN CURUP**

DEPAN

## KARTU BIMBINGAN SKRIPSI

| | |
|---|---|
| NAMA | : Ferdawan Fodi Gunawan |
| NIM | : 19551024 |
| PROGRAM STUDI | : Tadris bahasa Inggris |
| FAKULTAS | : Tarbiyah |
| DOSEN PEMBIMBING I | : Dr. Fadi Gusmuliana M.Pd. |
| DOSEN PEMBIMBING II | : Sarwo Edy M.Pd. |
| JUDUL SKRIPSI | : English Teacher Difficulties To Improve Students Speaking Skill In Merdeka Curriculum At Lebong Regency |
| MULAI BIMBINGAN | : 20, Januari. 2023 |
| AKHIR BIMBINGAN | : |

| NO | TANGGAL | MATERI BIMBINGAN | PARAF PEMBIMBING I |
|---|---|---|---|
| 1. | 20-01-2023 | Bimbingan Judul Proposal Skripsi | |
| 2. | 25-05-2023 | Bimbingan BAB I | |
| 3. | 19-06-2023 | Bimbingan Revisi BAB I | |
| 4. | 28-06-2023 | Bimbingan BAB II dan BAB III | |
| 5. | 12-07-2023 | Revisi BAB II dan BAB III | |
| 6. | 24-07-2023 | Acc Instrument + Penelitian | |
| 7. | 17-10-2023 | Bimbingan Revisi BAB I, II dan III | |
| 8. | 29-10-2023 | Bimbingan Revisi BAB I, II dan III | |
| 9. | 09-01-2024 | Bimbingan BAB IV dan V | |
| 10. | 17-01-2024 | Bimbingan Revisi BAB IV dan V | |
| 11. | 15-01-2024 | Bimbingan Revisi BAB IV dan V | |
| 12. | 23-01-2024 | Acc Skripsi | |

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Fadi Gusmuliana, M.Pd
NIP.198705172015041009

CURUP, ..................................202

PEMBIMBING II,

Sarwo Edy, M.Pd.
NIP.198106082022321011

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

BELAKANG

# KARTU BIMBINGAN SKRIPSI

| NAMA | : Ferdorven Redi Garapan |
|---|---|
| NIM | : 1955l624 |
| PROGRAM STUDI | : Tadris bahasa Inggris |
| FAKULTAS | : Tarbiyah |
| PEMBIMBING I | : Dr. Paidi Gusmuliana M.P.d. |
| PEMBIMBING II | : Sarwo Edy. Ma.P.d. |
| JUDUL SKRIPSI | : English Teacher Difficulties To improve Students Speaking skill In Merdeka Curriculum At Lebong Regency |
| MULAI BIMBINGAN | : 09, Februari, 2023 |
| AKHIR BIMBINGAN | : |

| NO | TANGGAL | MATERI BIMBINGAN | PARAF PEMBIMBING II |
|---|---|---|---|
| 1. | 09-02-2023 | Bimbingan Judul Proposal Skripsi | |
| 2. | 18-04-2023 | Bimbingan BAB I | |
| 3. | 05-06-2023 | Revisi BAB I | |
| 4. | 18-06-2023 | Bimbingan BAB II dan BAB III | |
| 5. | 06-07-2023 | Revisi BAB II dan BAB III | |
| 6. | 24-07-2023 | Acc Instrument & Penelitian | |
| 7. | 15-01-2023 | Bimbingan Revisi BAB I, II dan III | |
| 8. | 22-01-2023 | Bimbingan Revisi BAB I, II dan III | |
| 9. | 08-01-2024 | Bimbingan BAB IV dan V | |
| 10. | 12-01-2024 | Bimbingan Revisi BAB IV dan V | |
| 11. | 16-01-2024 | Bimbingan Revisi BAB IV dan V | |
| 12. | 23-01-2024 | ACC Skripsi | |
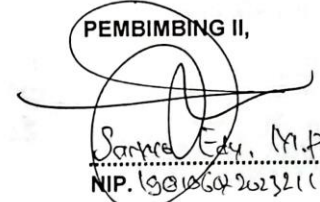
KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ...................................202

PEMBIMBING I,

Dr. Paidi Gusmuliana, M.P.d.
NIP. 198405172015011009

PEMBIMBING II,

Sarwo Edy, M.P.d
NIP. 198106242023211011

**Appendix 4.**

**Table 3.1. Interview Blueprint of Teacher's difficulties**

| No | Teachers' Difficulties | Description | Questions |
|---|---|---|---|
| 1 | Lack of Structured Speaking Activities | Merdeka curricula might not provide a well-structured sequence of speaking activities that progressively develop students' speaking skills Teachers may need to design their own speaking tasks and exercises, which can be time-consuming and require careful planning. | **16.** Can you share your experience with teaching speaking skills using an Merdeka curriculum?<br>**17.** How have you managed to address the challenge of a lack of structured speaking activities? |
| 2 | Limited Speaking Resources | Merdeka curricula may not come with a wide variety of speaking resources, such as audio recordings, videos, or interactive materials | **18.** Does limited speaking resources include in your difficulties to improve students' speaking skill in *Merdeka* curriculum?<br>**19.** How do you deal with the challenge of limited speaking resources when teaching speaking skills to your students? |
| 3 | Inadequate Speaking Assessment Tools | Merdeka curricula may lack comprehensive speaking assessment tools, making it challenging for teachers to accurately measure students' speaking proficiency and progress over time | **20.** Does limited Inadequate Speaking Assessment Tools include in your difficulties to improve students' speaking skill in *Merdeka* curriculum?<br>**21.** What are some of the difficulties you have encountered when attempting to measure and evaluate students' speaking skills without comprehensive assessment tools? |
| 4 | Limited Speaking Feedback | Teachers may struggle to offer specific and constructive input to help students improve their speaking skills effectively | **22.** Does limited Speaking Feedback include in your difficulties to improve students' speaking skill in *Merdeka* curriculum?<br>**23.** What are the main challenges you face in offering meaningful and constructive speaking feedback to your students due to the constraints on feedback |

| | | | opportunities? |
|---|---|---|---|
| 5 | Minimal Opportunities for Interaction | Some Merdeka curricula might not emphasize interactive speaking activities that promote authentic communication and meaningful interactions among students. | **24.** Does Minimal Opportunities for Interaction include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **25.** What are the main difficulties you face in promoting interactive speaking activities when the curriculum or teaching resources provide limited opportunities for interaction? |
| 6 | Adaptation to Student Needs | Teachers might find it difficult to adapt the Merdeka curriculum to cater to the diverse needs, interests, and proficiency levels of their students. | **26.** Does Adaptation to Student Needs include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **27.** What are some specific challenges you face in catering to individual student needs when teaching speaking skills? |
| 7 | Lack of Professional Support | Merdeka curricula may not offer ongoing professional development or training opportunities specific to teaching speaking skills, leaving teachers to seek external resources on their own | **28.** Does Lack of Professional Support include in your difficulties to improve students' speaking skill in *Merdeka* curriculum? **29.** In what areas do you feel the need for more professional support when it comes to teaching speaking? **30.** Are there specific aspects of speaking instruction where additional guidance or training would be valuable? |

**Appendix 5.**

**Table 3.2. Interview Blueprint of the Factors caused Teacher's Difficulties**

| No | Factors | Description | Questions |
|----|---------|-------------|-----------|
| 1 | Lack of Guidance | Merdeka curricula may not provide clear guidelines or instructional strategies for teaching speaking skills. | **21.** Does lack of guidance is a factor teachers' difficulties to improve students' speaking skill? **22.** What specific areas or aspects of teaching speaking do you feel would benefit from more guidance or clarity? How do you address these uncertainties in your instructional approach? |
| 2 | Limited Resources | Merdeka curricula may not offer a wide range of speaking materials, such as authentic texts, audio recordings, or multimedia resources | **23.** Does Limited Resources is a factor teachers' difficulties to improve students' speaking skill? **24.** What specific resources do you find most lacking in teaching speaking, and how do you compensate for their absence? |
| 3 | Insufficient Assessment Tools | teachers may struggle to measure students' speaking proficiency accurately and provide meaningful feedback for improvement | **25.** Does Insufficient Assessment Tools factor teachers' difficulties to improve students' speaking skill? **26.** What specific difficulties do you face in measuring and providing accurate feedback on students' speaking abilities due to the lack of comprehensive assessment tools? |
| 4 | Inadequate Professional Development | Teachers using an Merdeka curriculum might not have access to | **27.** Does Inadequate Professional |

| | | specialized training or professional development opportunities focused on teaching speaking skills | Development is a factor teachers' difficulties to improve students' speaking skill? <br>**28.** How do you address the challenge of inadequate professional development when it comes to enhancing your skills in teaching speaking? |
|---|---|---|---|
| 5 | Time Constraints | Creating customized speaking activities and adapting the curriculum to individual student needs can be time-consuming, | **29.** Does Time Constraints is a factor teachers' difficulties to improve students' speaking skill? <br>**30.** What specific difficulties do you encounter in providing sufficient speaking practice for your students within the limited time available for each lesson? |
| 6 | Difficulty in Adapting to Diverse Learners | Merdeka curricula might not account for the varying proficiency levels, learning styles, and cultural backgrounds of students | **31.** Does Difficulty in Adapting to Diverse Learners is a factor teachers' difficulties to improve students' speaking skill? <br>**32.** What specific difficulties do you encounter when trying to accommodate various learning styles and proficiency levels in speaking activities? |
| 7 | Lack of Support and Collaboration | Teachers using a Merdeka curriculum may miss the support and collaboration found in standardized curricula | **33.** Does Lack of Support and Collaboration is a factor teachers' difficulties to improve students' speaking skill? <br>**34.** What specific |

| | | | difficulties do you encounter when trying to accommodate various learning styles and proficiency levels in speaking activities? |
|---|---|---|---|
| 8 | Alignment with Standards | A Merdeka curriculum might not align well with national or state standards for language proficiency, making it difficult for teachers to ensure they are meeting required learning outcomes | **35.** Does Alignment with Standards is a factor teachers' difficulties to improve students' speaking skill? **36.** In the absence of standardized guidelines, how do you seek guidance or resources to align your speaking lessons with appropriate language proficiency standards? |
| 9 | Limited Technology Integration | Some Merdeka curricula might not leverage technology effectively, potentially hindering teachers' ability to incorporate interactive speaking practice through digital tools | **37.** Does Limited Technology Integration is a factor teachers' difficulties to improve students' speaking skill? **38.** What specific technological resources or tools do you find lacking in teaching speaking, and how do you compensate for their absence? |
| 10 | Balancing Content Coverage | Balancing Content Coverage: With the freedom to design their curriculum, teachers may face challenges in determining the appropriate balance between speaking practice and other language learning components, such as reading and writing | **39.** Does Balancing Content Coverage is a factor teachers' difficulties to improve students' speaking skill? **40.** How do you strike a balance between covering speaking skills and other language learning components in your curriculum? |

**Appendix 6.**

**Tabel 3.3. Observation Blueprint Checklist of Teacher's Difficulties**

| No | Teachers' Difficulties | Indicators | YES | NO |
|----|----|----|----|----|
| 1 | Lack of Structured Speaking Activities | 23. Are there clear speaking activities in the lesson plan? 24. Do students engage in diverse speaking tasks regularly? 25. Are students actively participating and engaged in speaking activities? | | |
| 2 | Limited Speaking Resources | 26. Are there sufficient materials and resources available for speaking activities in the classroom? 27. Are speaking tasks varied and engaging, despite the limited resources? 28. Do students have access to authentic and real-life language usage for speaking practice? 29. Does the teacher encourage creativity and improvisation to compensate for limited resources? | | |
| 3 | Inadequate Speaking Assessment Tools | 30. Are there formal speaking assessment tools available, or is assessment mostly informal? 31. Are the assessment criteria and rubrics clear and well-defined? 32. Do students receive individualized feedback on their speaking strengths and areas for improvement? | | |
| 4 | Limited Speaking Feedback | 33. Is the feedback provided specific, constructive, and personalized to individual students? | | |

| | | | | |
|---|---|---|---|---|
| | | 34. Are there opportunities for students to receive feedback on various aspects of their speaking skills, such as pronunciation, fluency, and coherence? 35. Are there alternative methods, such as self-assessment or peer feedback, used to supplement limited teacher feedback? | | |
| 5 | Minimal Opportunities for Interaction | 36. Are speaking activities integrated into various parts of the lesson, such as warm-ups, group discussions, or pair work? 37. Are there opportunities for students to initiate and sustain conversations with their peers in the target language? 38. Are students encouraged to actively participate and contribute during speaking activities? | | |
| 6 | Adaptation to Student Needs | 39. Are speaking tasks modified or differentiated to meet the individual needs of students? 40. How does the teacher gather information about students' language proficiency levels and specific learning needs in speaking? 41. Are there opportunities for students to provide input or express their preferences for speaking activities? | | |
| 7 | Lack of Professional Support | 42. Are there resources or materials | | |

| | | provided to teachers specifically for improving speaking instruction? 43. Are there mentorship or coaching programs available to assist teachers in developing their speaking instruction techniques? 44. Does the teacher collaborate with other educators or language teaching communities to seek support and share ideas on teaching speaking? | | |
|---|---|---|---|---|

**Appendix 7.**

**Tabel 3.4. Observation Blueprint Checklist of the Factors Caused Teacher's Difficulties**

| No | Factors | Indicators | Yes | No |
|----|---------|------------|-----|-----|
| 1 | Lack of Guidance | 17. Are there established benchmarks or language proficiency standards to measure students' speaking progress? <br> 18. Are the speaking tasks aligned with the overall language learning objectives, despite the absence of specific guidance? | | |
| 2 | Limited Resources | 19. Are there clear curriculum guidelines or standards provided for teaching speaking skills? <br> 20. Are the speaking activities and tasks aligned with the overall language learning objectives? | | |
| 3 | Insufficient Assessment Tools | 21. Are there formal and comprehensive speaking assessment tools available? <br> 22. Are the assessment criteria and rubrics well-defined and aligned with the learning objectives? | | |
| 4 | Inadequate Professional Development | 23. Are there professional development opportunities specifically focused on enhancing teaching speaking skills? <br> 24. Does the school or institution provide sufficient support for language educators to improve their speaking instruction techniques? | | |
| 5 | Time Constraints | 25. Are there sufficient opportunities for speaking practice within the available class time? <br> 26. Are speaking tasks integrated into different | | |

| | | parts of the lesson to maximize time usage? | | |
|---|---|---|---|---|
| 6 | Difficulty in Adapting to Diverse Learners | 27. Are there modifications made to speaking tasks to accommodate different learning styles and proficiency levels?<br><br>28. Are students encouraged to provide input or express their preferences for speaking activities? | | |
| 7 | Lack of Support and Collaboration | 29. Are there opportunities for teachers to collaborate and share ideas on effective speaking instruction strategies? | | |
| 8 | Alignment with Standards | 30. Are the speaking activities and tasks aligned with the language proficiency standards or curriculum guidelines set by the school or educational institution? | | |
| 9 | Limited Technology Integration | 31. Are there specific technology tools or devices used to enhance speaking practice in the classroom? | | |
| 10 | Balancing Content Coverage | 32. Are there specific technology tools or devices used to enhance speaking practice in the classroom? | | |

**Appendix 8.**

**Table 4.1. Teachers' difficulties to improve students' speaking skills in *Merdeka* Curriculum at SMPN 2 Lebong Regency**

| Difficulties' Indicators | Questions | Answer |
|---|---|---|
| **1. Lack of structured speaking activities** | 1. Can you describe the specific difficulties you have faced in improving students' speaking skills due to the lack of structured speaking activities in the Merdeka curriculum, and how have you overcome them? | *In my experience, lack of structure in speaking activities make students not have enough opportunities to practice and develop their speaking skills.*<br><br>*Therefore, I design my own speaking activities or supplement the existing curriculum with additional resources. Incorporate role plays, debates, discussions, and presentations to provide structured opportunities for students to speak.* |
| | 2. How has the absence of a well- structured sequence of speaking activities hindered your ability to progressively develop students' speaking skills? And how have you overcome such difficulties? | *This lack of structure makes me slowly develop students speaking skill because I have to design my own speaking activities first. therefore, I need to design the correct assessment as well to make sure the speaking activities are well targeted* |
| | 3. What difficulties have you encountered in designing your own speaking tasks and exercises to compensate for the lack of Structured activities? And how have you overcome them? | *Create my own speaking task might took a lot of time so I need to make a timeline before start to create the speaking exercises* |
| | 4. Can you provide specific examples where the lack of structured speaking activities has hindered your efforts to improve students' speaking skills? | *Those time consuming, make me have to put a lot of focused in the progress of create my own speaking activities* |
| **2. Limited speaking resources** | 5. What specific difficulties have you faced when it comes to improving your students' speaking skills due to limited speaking resources in the Merdeka curriculum, and how have You overcome them? | *The limitation of speaking resources that could interact students to be an independent learners.so, teacher need to do a development by using the previous resources and match it with merdeka curriculum* |

| | 6. How has the lack of audio recordings, videos, or interactive materials in the curriculum made it difficult for you to enhance your students' speaking abilities? And How have you overcome it? | *That problem caused a lack of enthusiast in speaking class. so, I have to put more effort to find out a lot of resources as much as I can* |
|---|---|---|
| | 7. Have you encountered any difficulties in finding or creating your own supplementary speaking resources? If so, what are some of the difficulties you have faced, and how have you overcome them? | *Yes I have, when I need to find out an interesting topic that needs to be discussed by my students. so I just took a topic that recently happened around their society to invite them to be an active learner because they have a background knowledge about that* |
| | 8. Can you provide specific examples where the limited speaking resources has hindered your efforts to improve students' speaking Skills? | *Limited resources sometimes make me lack of ideas to improve my student's speaking skill.* |
| **3. Inadequate speaking assessment tools** | 9. How has the lack of comprehensive speaking assessment tools in the Merdeka curriculum specifically contributed to the difficulties you faced in enhancing students' speaking abilities? And how have You overcome it? | *This problem make my students could not find any importance in developing speaking skill. Because I could not provide specific measurement of the improvement in their speaking skill.*<br><br>*So I need to create the assessment right before the class started* |
| | 10. Can you provide specific examples where the absence of speaking assessment tools has hindered your efforts to accurately measure students' speaking proficiency and Track their progress? | *This make me quietly hard to identify what actually my students need in speaking activities* |
| **4. Limited speaking feedback** | 11. Have you encountered any difficulties in identifying and addressing specific areas where students need improvement in their speaking skills due to the absence of clear guidelines? And how have You overcome them? | *Yes I have faced difficulties to encourage students to be an active learner so I will be able to track their progress. in this case, I create a positive learning environment that make students bravely to speak* |
| | 12. Can you share examples of how the lack of clear guidelines for providing speaking feedback has made it difficult to offer targeted and individualized | *The lack of guidelines make speaking activities out of line from what actually students really need. somehow students will face a new challenges and problem in* |

| | feedback to Students? | *speaking activities* |
|---|---|---|
| **5. Minimal opportunities for interaction** | 13. What specific difficulties have you faced when attempting to incorporate interactive speaking activities into the lessons within the Constraints of the Merdeka curriculum? And how have you overcome them? | *It feel difficult to have a balance role between teacher need to make an interactive speaking activities and teacher need to give each students with different method of teaching individually.*<br><br>*So, teacher really need some guidelines from the expert to broaden their knowledge in teaching.* |
| | 14. What difficulties have you encountered in promoting authentic communication and meaningful interactions among students in the absence of interactive speaking activities emphasized by the Merdeka curriculum? And how Have you overcome them? | *The shyness of student usually the reasons why students are rarely active in speaking activities. Therefore, as a teacher we need to encourage the students all the time.* |
| | 15. Can you share examples of how the lack of interactive speaking activities has made it difficult for you to improve students' speaking skills? | *Less of interactive speaking activities make students hardly to reach out the purpose of learning.* |
| **6. Adaptation to student needs** | 16. How have you found it difficult to adapt the Merdeka curriculum to meet the diverse needs of your students when it comes to improve their speaking skills? | *This case require teacher to be more heedful for any situation in the classroom* |
| | 17. What specific difficulties have you encountered in addressing the varying interests of your students while working on improving their speaking abilities within the framework of the Merdeka curriculum? And how have you Overcome them? | *It quietly difficult in arranging the strategies of teaching that will be bringing into classroom.*<br><br>*Create a precise of lesson plan is the best solution so far.* |

| | | |
|---|---|---|
| | 18. Have you faced any difficulties in addressing the differing proficiency levels of your students when focusing on enhancing their speaking skills within the constraints of the Merdeka curriculum? And how have you Overcome them? | *Yes I have, I try to give an extra time outside of class for those students that still need more learning time in improving speaking skill.* |
| **7. Lack of professional support** | 19. What specific difficulties have you faced in improving students' speaking skills without ongoing professional support? | *It leads me into a monotonous speaking activity because lack of insight from the expert.* |
| | 20. How do you feel the absence of professional development or training opportunities hindered your ability to effectively address the speaking skills needs of your students? | *This case makes me feel have a slight creative idea that could be bring into classroom* |
| | 21. Can you elaborate on any specific difficulties you have encountered when trying to find external resources to enhance your teaching of speaking skills? | *It quietly takes a lot of time to find out the best and suit resources among an immersive resource available nowadays.* |

**Appendix 9.**

**Table 4.2. Teachers' difficulties to improve students' speaking skills in *Merdeka* Curriculum at SMAN 3 Lebong Regency**

| Indicators | Questions | Answer |
|---|---|---|
| 1. Lack of structured speaking activities | 1. Can you describe the specific difficulties you have faced in improving students' speaking skills due to the lack of structured speaking activities in the Merdeka curriculum, and how have you overcome them? | *Students have a limited chance to express their speaking abilities.* *Give varied method to improve their speaking skill.* |
| | 2. How has the absence of a well- structured sequence of speaking activities hindered your ability to progressively develop students' speaking skills? And how have you overcome such difficulties? | *I have to develop and design the activities of speaking by myself.* |
| | 3. What difficulties have you encountered in designing your own speaking tasks and exercises to compensate for the lack of structured activities? And how have you overcome them? | *It consumes a lot of time and creative ideas.* |
| | 4. Can you provide specific examples where the lack of structured speaking activities has hindered your efforts to improve students' speaking skills? | *Students not encounter the correct step to improve their speaking in classroom* |
| 2. Limited speaking resources | 5. What specific difficulties have you faced when it comes to improving your students' speaking skills due to limited speaking resources in the Merdeka curriculum, and how have you overcome them? | *Actually we have a lot of learning resources in internet. But oftentimes teacher could not use it effectively because the unsupported facilities from school.* |
| | 6. How has the lack of audio recordings, videos, or interactive materials in the curriculum made it difficult for you to enhance your students' speaking abilities? And how have you overcome it? | *It make my speaking activities become bored.* |
| | 7. Have you encountered any difficulties in finding or creating your own supplementary speaking resources? If so, what are some of the difficulties you | The difficulties is we need to find out the correct and trusted resources among million resources that we could access on internet. |

| | have faced, and how have you overcome them? | |
|---|---|---|
| | 8. Can you provide specific examples where the limited speaking resources has hindered your efforts to improve students' speaking skills? | *I think it is not limited, but it is too wide so teacher need to put much time to select the correct resources.* |
| **3. Inadeq uate speaking assessment tools** | 9. How has the lack of comprehensive speaking assessment tools in the Merdeka curriculum specifically contributed to the difficulties you faced in enhancing students' speaking abilities? And how have you overcome it? | *Teacher feel confuse about the suit assessment that could be used in classroom.* |
| | 10. Can you provide specific examples where the absence of speaking assessment tools has hindered your efforts to accurately measure students' speaking proficiency and track their progress? | *It is hard to identify students speaking level and giving a feedback for their progress* |
| **4. Limited speaking feedback** | 11. Have you encountered any difficulties in identifying and addressing specific areas where students need improvement in their speaking skills due to the absence of clear guidelines? And how have you overcome them? | *Yes, because students' level and needs sometimes too varied and it all need to be solved and considered.* |
| | 12. Can you share examples of how the lack of clear guidelines for providing speaking feedback has made it difficult to offer targeted and individualized feedback to students? | *Teacher could not create a suit assessment for students' progress in speaking* |

| 5. Minimal opportunities for interaction | 13. What specific difficulties have you faced when attempting to incorporate interactive speaking activities into the lessons within the Constraints of the Merdeka curriculum? And how have you overcome them? | *Teacher not only seek to be able to create a good and interactive speaking activities but they need to fulfill the purpose of merdeka curriculum which is create students as an independent learner.* |
|---|---|---|
| | 14. What difficulties have you encountered in promoting authentic communication and meaningful interactions among students in the absence of interactive speaking activities emphasized by the Merdeka curriculum? And how have you overcome them? | *Because students have varied level in speaking, sometimes there are some students are leave behind than other students, and that problem make my students not confident to speak.* |
| | 15. Can you share examples of how the lack of interactive speaking activities has made it difficult for you to improve students' speaking skills? | *The shyness of students that hardly to be encourage by the teacher.* |
| 6. Adaptation to student needs | 16. How have you found it difficult to adapt the Merdeka curriculum to meet the diverse needs of your students when it comes to improving their speaking skills? | *Teacher plays a lot of role in classroom, to always encourage and facilitate the students with varied method as the variation of their level.* |
| | 17. What specific difficulties have you encountered in addressing the varying interests of your students while working on improving their speaking abilities within the framework of the Merdeka curriculum? And how have you overcome them? | *Arranging the strategies for doing a differentiation among students.* |
| | 18. Have you faced any difficulties in addressing the differing proficiency levels of your students when focusing on enhancing their speaking skills within the constraints of the Merdeka curriculum? And how | *Difficulties to give a suitable of speaking material that could accept all students' different level.* |

| | have you overcome them? | |
|---|---|---|
| **7. Lack of professional support** | 19. What specific difficulties have you faced in improving students' speaking skills without ongoing professional support? | *Have no feedback and reflection for what is good, bad, and better in learning process* |
| | 20. How do you feel the absence of professional development or training opportunities hindered your ability to effectively address the speaking skills needs of your students? | *Feel like someone that walk with blind eyes, no direction and clue.* |
| | 21. Can you elaborate on any specific difficulties you have encountered when trying to find external resources to enhance your teaching of speaking skills? | *Because this curriculum is new implemented, so it quietly hard to find a professional that have implement this curriculum greatly.* |

**Appendix 10.**

**Table 4.4. Factors that caused teacher's difficulties to improve students' speaking skills in *Merdeka* Curriculum at SMPN 2 Lebong Regency**

| Indicators | Questions | Answer |
|---|---|---|
| **1. Lack of Guidance** | 1. How has the lack of guidance in the Merdeka curriculum affected your ability to improve students' speaking skills? | *It makes me feel lack of idea to create an interactive speaking activities in classroom* |
| | 2. How has the absence of a structured framework in the Merdeka curriculum affected your confidence in teaching speaking skills? | *It makes me feel unprofessional in teaching speaking skill* |
| | 3. Were there potential consequences for students' learning outcomes when you struggled to plan and deliver effective speaking lessons in the Merdeka curriculum without clear guidelines or instructional strategies? | *It is potential that students cannot progressively improve their speaking skill* |
| **2. Limited Resources** | 4. How have limited resources in the Merdeka curriculum affected your efforts to improve students' speaking skills? | *It makes me feel lazy because it consume a lot of time to prepare the material* |
| | 5. How has the absence of authentic texts, audio recordings, or multimedia resources in the Merdeka curriculum affected your efforts to improve students' speaking skills? | *It makes me could not provide speaking activities with authentic material of speaking skill* |
| | 6. How has the lack of suitable speaking materials in the Merdeka curriculum affected your creativity and innovation in designing speaking activities to improve students' speaking skills? | *Not suitable speaking material makes the material could not developed into better material because it is out line with the purpose of speaking activities* |
| **3. Insufficient Assessment Tools** | 7. How has the lack of specific speaking assessment tools affected your efforts to improve students' speaking skills in the Merdeka curriculum? | *It makes me could not provide a student's track progress in speaking activities* |

| | 8. How has the absence of meaningful feedback due to insufficient assessment tools hindered your efforts to enhance students' speaking skills in the Merdeka curriculum? | *Students cannot receive an important feedback from the teacher for the progress of their speaking skill* |
|---|---|---|
| **4.      Inadequate Professional Development** | 9. How has the lack of specialized training or professional development opportunities affected your efforts to effectively teach speaking skills in the Merdeka curriculum? | *It makes teacher could not have a reflective and guideline for improve their teaching methods.* |
| | 10.      How has the absence of professional development affected your efforts to utilize the specific instructional methods necessary for improving speaking skills in the Merdeka curriculum? | *The lack of guideline makes me have no clue about what actually teacher do in improving students speaking skill* |
| **5.      Time Constraints** | 11. How have time constraints affected your efforts to create customized learning activities to improve speaking skills in the Merdeka curriculum? | *It requires me to have an efficient time and steps while teaching speaking in classroom* |
| | 12.    How have heavy workloads affected your efforts to improve students' speaking skills in the Merdeka curriculum? | *Sometimes it just affected my focus while preparing the material in improving my students speaking skill* |
| **6.      Difficulty in Adapting to Diverse Learners** | 13. How has the lack of consideration for varying proficiency levels in the Merdeka curriculum affected your ability to improve students' speaking skills? | *It will lead students could not reach the purpose of merdeka curriculum or in other word students could not become an independent learner.* |
| | 14. How has the lack of consideration for students' learning styles in the Merdeka curriculum affected your ability to improve students' speaking skills? | *There will be a students or even some students that will leave behind because they can't follow the speaking activities well.* |
| | 15. How has the lack of consideration for students' cultural backgrounds in the Merdeka curriculum affected your ability to improve students' speaking skills? | *It will make me hard to invite students to learn with varied material available.* |

| | | |
|---|---|---|
| **7. Lack of Support and Collaboration** | 16. How has the absence of a network of colleagues following the Merdeka curriculum affected your ability to improve students' speaking skills? | *It makes me feel have no partner to share a thought and solution in providing good speaking activities for students.* |
| | 17. How has the absence of support and collaboration affected your motivation and morale in working with the Merdeka curriculum to enhance students' speaking skills? | *I think it will make me slowly thrive to be a good teacher to enhance students' speaking skill* |
| **8. Alignment with Standards** | 18. How has the misalignment between the Merdeka curriculum and national or state language proficiency standards affected your ability to mprove students'speaking skills? | *It will makes me feel difficult to encourage students to speak bravely without worrying about their English proficiency.* |
| | 19. How has the misalignment between the Merdeka curriculum and language proficiency standards affected your efforts to enhance students' speaking skills in accordance with the required learning outcomes? | *It will makes me put a lot of effort to motivate my students for reach the purpose of learning well.* |
| **9. Limited Technology Integration** | 20. How has limited technology integration affected your efforts to improve students' speaking skills in the Merdeka curriculum? | *It makes me feel leave behind with an update resources and tools that other school possibly has.* |
| | 21. How has the absence or ineffective use of digital tools affected your ability to improve students'speaking skills? | *It will make the learning proses of speaking not run smoothly.* |
| **10. Balancing Content Coverage** | 22. How has the freedom to design the instructional planning in the Merdeka curriculum contributed to your difficulties in improving students' speaking skills? | *I have no clue and idea about what actually I should bring and give to my students in case for improving their speaking skill that finely targeted with their speaking level.* |
| | 23. How have the challenges of balancing content coverage affected your efforts in addressing students' speaking skills in the Merdeka curriculum? | *It takes me to put more consideration in more aspects before designing the steps of speaking activities.* |

**Appendix 11.**

**Table 4.4. Factors that caused teacher's difficulties to improve students' speaking skills in *Merdeka* Curriculum at SMAN 3 Lebong Regency**

| Indicators | Questions | Answer |
|---|---|---|
| **1. Lack of Guidance** | 1. How has the lack of guidance in the Merdeka curriculum affected your ability to improve students' speaking skills? | *Merdeka curriculum give all the responsibilities in learning process to the teacher* |
| | 2. How has the absence of a structured framework in the Merdeka curriculum affected your confidence in teaching speaking skills? | *Merdeka curriculum require teacher to create their own learning framework* |
| | 3. Were there potential consequences for students' learning outcomes when you struggled to plan and deliver effective speaking lessons in the Merdeka curriculum without clear guidelines or instructional strategies? | *It is potential that students cannot progressively improve their speaking skill* |
| **2. Limited Resources** | 4. How have limited resources in the Merdeka curriculum affected your efforts to improve students' speaking skills? | *It is not limited but too wide to access* |
| | 5. How has the absence of authentic texts, audio recordings, or multimedia resources in the Merdeka curriculum affected your efforts to improve students' speaking skills? | *Sometimes school facilities are not enough supported to give the authentic material.* |
| | 6. How has the lack of suitable speaking materials in the Merdeka curriculum affected your creativity and innovation in designing speaking activities to improve students' speaking skills? | *It also affected because have no professional to guide.* |
| **3. Insufficient Assessment Tools** | 7. How has the lack of specific speaking assessment tools affected your efforts to improve students' speaking skills in the Merdeka curriculum? | *It makes me could not provide a student's track progress in speaking activities* |

| | | |
|---|---|---|
| | 8. How has the absence of meaningful feedback due to insufficient assessment tools hindered your efforts to enhance students' speaking skills in the Merdeka curriculum? | *The assessment could not identify a clear progress of students speaking skill* |
| **4. Inadequate Professional Development** | 9. How has the lack of specialized training or professional development opportunities affected your efforts to effectively teach speaking skills in the Merdeka curriculum? | *Because this curriculum is new, and school does not support to give an external webinar to the teacher* |
| | 10. How has the absence of professional development affected your efforts to utilize the specific instructional methods necessary for improving speaking skills in the Merdeka curriculum? | *The lack of guideline makes me have no clue about what actually teacher do in improving students speaking skill* |
| **5. Time Constraints** | 11. How have time constraints affected your efforts to create customized learning activities to improve speaking skills in the Merdeka curriculum? | *Because there are a lot of responsibilities to take.* |
| | 12. How have heavy workloads affected your efforts to improve students' speaking skills in the Merdeka curriculum? | *Sometimes it just affected my focus while preparing the material in improving my students speaking skill* |
| **6. Difficulty in Adapting to Diverse Learners** | 13. How has the lack of consideration for varying proficiency levels in the Merdeka curriculum affected your ability to improve students' speaking skills? | *Need to prepare varied strategies also for each students in classroom* |
| | 14. How has the lack of consideration for students' learning styles in the Merdeka curriculum affected your ability to improve students' speaking skills? | *Need to consider a lot teaching material that suit with students learning syle.* |
| | 15. How has the lack of consideration for students' cultural backgrounds in the Merdeka curriculum affected your ability to improve students' speaking skills? | *Teacher not have time to take a look for the social background of each students* |

| | | |
|---|---|---|
| **7. Lack of Support and Collaboration** | 16. How has the absence of a network of colleagues following the Merdeka curriculum affected your ability to improve students' speaking skills? | *The chance and time for doing that kind of activities are limited.* |
| | 17. How has the absence of support and collaboration affected your motivation and morale in working with the Merdeka curriculum to enhance students' speaking skills? | *Because it will make me slowly develop my students speaking skill* |
| **8. Alignment with Standards** | 18. How has the misalignment between the Merdeka curriculum and national or state language proficiency standards affected your ability to improve students'speaking skills? | *Students' confident in speaking sometimes make them think twice to speak English often.* |
| | 19. How has the misalignment between the Merdeka curriculum and language proficiency standards affected your efforts to enhance students' speaking skills in accordance with the required learning outcomes? | *The environment that not support students to speak English.* |
| **9. Limited Technology Integration** | 20. How has limited technology integration affected your efforts to improve students' speaking skills in the Merdeka curriculum? | *The knowledge to use the technology tools in classroom.* |
| | 21. How has the absence or ineffective use of digital tools affected your ability to improve students'speaking skills? | *The unsupported facilities that school has* |
| **10. Balancing Content Coverage** | 22. How has the freedom to design the instructional planning in the Merdeka curriculum contributed to your difficulties in improving students' speaking skills? | *Teacher has no clue about what actually good and better to bring in speaking activities* |
| | 23. How have the challenges of balancing content coverage affected your efforts in addressing students' speaking skills in the Merdeka curriculum? | *Not have enough time and skill to that thing.* |

**Appendix 12.**

**Table 4.6. The Observation Result of Teachers Difficulties to Improve Students' Speaking Skills in *Merdeka* Curriculum at Lebong Regency SMP N 2**

| Indicators | Items | SMP N 2 Lebong | | | | | | SMA N 3 Lebong | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Obv 1 | | Obv 2 | | Obv 3 | | Obv 1 | | Obv 2 | | Obv 3 | |
| | | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| 8. Lack of structured speaking activities | 1. The curriculum lacks a well-structured sequence of speaking activities that progressively develop students' speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 2. The teacher struggles to design their own speaking tasks and exercises, which consumes a significant amount of time. | √ | | √ | | √ | | √ | | √ | | √ | |
| 9. Limited speaking resources | 3. The teacher faces difficulties due to limited availability of audio recordings, videos, or interactive materials to support speaking practice. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 4. The teacher struggles to actively search for or create their own supplementary resources to enhance speaking practice. | √ | | √ | | √ | | √ | | √ | | √ | |
| 10. inadequate speaking assessment tools | 5. The curriculum lacks comprehensive speaking assessment tools to measure | √ | | √ | | √ | | √ | | √ | | √ | |

| Category | Statement | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | students' speaking proficiency and progress. | | | | | | | | | | |
| | 6. The teacher struggles to assess students' speaking proficiency accurately due to the inadequate availability of comprehensive speaking assessment tools. | √ | | √ | | √ | | √ | | √ | √ |
| **11. Limited speakingfeedback** | 7. The teacher struggles to consistently provide speaking feedback to students. | √ | | √ | | √ | | √ | | √ | √ |
| | 8. The teacher lacks clear guidelines on providing speaking feedback. | √ | | √ | | √ | | √ | | √ | √ |
| | 9. The teacher struggles to offer specific and constructive input to help students improve their speaking skills effectively. | √ | | √ | | √ | | √ | | √ | √ |
| **12. Minimal opportunities for interaction** | 10. The teacher struggles to provide even limited opportunities for students to engage in interactive speaking activities. | √ | | √ | | √ | | √ | | √ | √ |
| | 11. The speaking activities conducted lack emphasis on authentic and real- | √ | | √ | | √ | | √ | | √ | √ |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | life communication. | √ | | | | | | | | | | | |
| | 12. The speaking activities do not effectively promote meaningful interactions among students. | √ | | √ | | √ | | √ | | √ | | √ | |
| **13. Adaptation tostudent needs** | 13. The teacher struggles to address the varying linguistic abilities and learning styles of students. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 14. The teacher encounters difficulties in modifying instructional materials or activities to accommodate students with different language backgrounds or abilities. | √ | | √ | | √ | | √ | | √ | | √ | |
| **14. Lack of professional support** | 15. The teacher lacks ongoing professional development or training opportunities specifically focused on teaching speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 16. The teacher struggles to seek external resources and support on their own for improving speaking skills instruction. | √ | | √ | | √ | | √ | | √ | | √ | |

**Appendix 13.**

**Table 4.2. The Observation Result of factors that caused the Teachers difficulties to improve students' speaking skills in *Merdeka* Curriculum at SMP N 2 and SMA N 3 Lebong**

| Indicators | Items | SMPN 2 Lebong | | | | | | SMA N 3 Lebong | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Obv 1 | | Obv 2 | | Obv 3 | | Obv 1 | | Obv 2 | | Obv 3 | |
| | | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| **2. Lack of Guidance** | 1. The curriculum does not provide clear guidelines or instructional strategies for teaching speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 2. Teachers do not have access to a structured framework or instructional strategies for teaching speaking skills. | √ | | √ | | √ | | √ | | √ | | √ | |
| | 3. The guidelines and strategies for teaching speaking skills in the curriculum are not clear and easy to understand. | √ | | √ | | √ | | √ | | √ | | √ | |
| **2. Limited Resources** | 4. There is a limited availability of authentic texts for speaking practice. | √ | | √ | | √ | | | √ | | √ | | √ |
| | 5. There is a limited availability of audio recordings for speaking activities. | √ | | √ | | √ | | | √ | | √ | | √ |
| | 6. There is a limited availability of multimedia resources (e.g., videos, nteractive platforms) for speaking practice | √ | | √ | | √ | | | √ | | √ | | √ |
| | 7. The teacher | √ | | √ | | √ | | √ | | √ | | √ | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | struggles to find speaking materials that are suitable for the curriculum. | | | | | | | | | | | |
| **3. Insufficient Assessment Tools** | 8. There is a lack of specific speaking assessment tools provided in the curriculum. | √ | | √ | | √ | | √ | | √ | | √ |
| | 9. There is insufficient assessment tools that adequately measure students' speaking proficiency. | √ | | √ | | √ | | √ | | √ | | √ |
| | 10. The absence of standardized rubrics or criteria for assessing speaking skills contributes to the difficulty in consistent evaluation. | √ | | √ | | √ | | √ | | √ | | √ |
| **6. Inadequate Professional Development** | 11.There is a lack of specialized training or professional development opportunities focused on teaching speaking skills in the curriculum. | √ | | √ | | √ | | √ | | √ | | √ |
| | 12. There are challenges hindering the implementation of effective instructional methods for speaking skills. | √ | | √ | | √ | | √ | | √ | | √ |
| **7. Time Constraints** | 13. There is a lack of sufficient time allocated for speaking activities in the classroom. | √ | | √ | | √ | | √ | | √ | | √ |

| No | Statement | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 14. The teacher faces difficulties in managing heavy workloads, affecting their ability to focus on improving students' speaking skills. | √ | | √ | √ | | √ | | √ | | √ |
| 6. Difficulty in Adapting to Diverse Learners | 15. There are noticeable discrepancies in the proficiency levels of students within the same class. | √ | | √ | √ | | √ | | √ | | √ |
| | 16. There are observable difficulties in matching teaching approaches to students' individual learning styles. | √ | | √ | √ | | √ | | √ | | √ |
| | 17. There are observable challenges in incorporating culturally relevant content into the curriculum. | √ | | √ | √ | | √ | | √ | | √ |
| 7. Lack of Support and Collaboration | 18. There is a lack of a platform or system in place to facilitate communication and collaboration among teachers using the Merdeka curriculum. | √ | | √ | √ | | √ | | √ | | √ |
| | 19. There is a lack of access to relevant resources to support the improvement of students' speaking skills in the Merdeka curriculum. | √ | | √ | √ | | √ | | √ | | √ |

| 8. Alignment with Standards | 20. There is a misalignment between the curriculum and language proficiency standards, affecting the fulfillment of required learning outcomes. | √ | | √ | √ | | √ | | √ | | √ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9. Limited Technology Integration | 21. Digital tools and resources are not effectively incorporated for interactive speaking practice. | √ | | √ | √ | | √ | | √ | | √ | |
| | 22. Suggested digital tools or resources for interactive speaking practice are not provided or emphasized in the curriculum materials. | √ | | √ | √ | | √ | | √ | | √ | |
| 10.Balancing Content Coverage | 23. There is an imbalance between speaking practice and other language learning components. | √ | | √ | √ | | √ | | √ | | √ | |

**Appendix 14. Surat Keterangan Selesai Penelitian**

# PEMERINTAH PROVINSI BENGKULU
## DINAS PENDIDIKAN DAN KEBUDAYAAN
# SMA NEGERI 3 LEBONG
*Jalan Raya Muara Aman-Curup Desa Lemeupit Kecamatan Lebong Sakti*
*Kabupaten Lebong*

## SURAT KETERANGAN
Nomor : 66-B /1.22.16.03/SMAN 3 Leb/KM/2023

Berdasarkan Surat Izin Penelitian dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Curup (IAIN ) Nomor :2497/In.34/FT/PP.00.9/10/2023, dengan ini Kepala Sekolah SMA Negeri 3 Lebong menerangkan bahwa :

Nama            : **Ferdawen Redi Gunawan**

NIM              : 19551024

Studi            : S.1 Tadris Bahasa Inggris

Waktu Penelitian  : 31 Oktober s.d 31 Januari 2023

Yang bersangkutan telah selesai melaksanakan penelitian dengan judul skripsi
**" English Teacher Difficulties to Improve Students Speaking Skill in Merdeka"** Curriculum
at Lebong Regerency

Demikianlah Surat Keterangan ini di buat dengan sebenarnya, agar dapat di pergunakan sebagaimana mestinya.

Lebong Sakti, 25 November 2023
Kepala Sekolah

Andi Candra, M.Pd
NIP.197404271999031003

PEMERINTAH KABUPATEN LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SMP NEGERI 02 LEBONG**
**KECAMATAN LEBONG ATAS**
**AKREDITASI B**
*Jl. Raya Desa Tabak Blau 1*
NPSN 10701976

## SURAT KETERANGAN SELESAI PENELITIAN
NO: 68/122.04.16/SMPN 02 LB/LL/2023

Yang bertanda tangan dibawah ini :

| | |
|---|---|
| Nama | : JEMI HERYANTI, S.Pd.Gr |
| NIP | : 198103092006042011 |
| Pangkat/Gol | : Pembina IV/A |
| Jabatan | : Kepala Sekolah |

Dengan ini menerangkan Bahwa :

| | |
|---|---|
| Nama | : Ferdawen Redi Gunawan |
| NPM | : 19551024 |
| Prodi | : Tadris Bahasa Inggris |
| Fakultas | : Tarbiyah |

Benar-benar telah melaksanakan penelitian di mulai tanggal 31 Oktober 2023 sampai tanggal 31 Januari 2024 Di SMP Negeri 02 Lebong dengan judul penelitian :

*"Englis Teacher Difficulties to Improve Students Speaking Skill In Merdeka Curriculum at Regency"*

Demikian surat keterangan ini buat untuk dipergunakan sebagai mestinya.

Lebong Atas, 02 Desember 2023
Kepala Sekolah

**JEMI HERYANTI, S.Pd.Gr**
NIP. 198103092006042011

# Appendix 15. Dokumentasi

## 1. Interview dan Observasi di SMP Negeri 02 Lebong
### Gambar 1.1 Hari Pertama
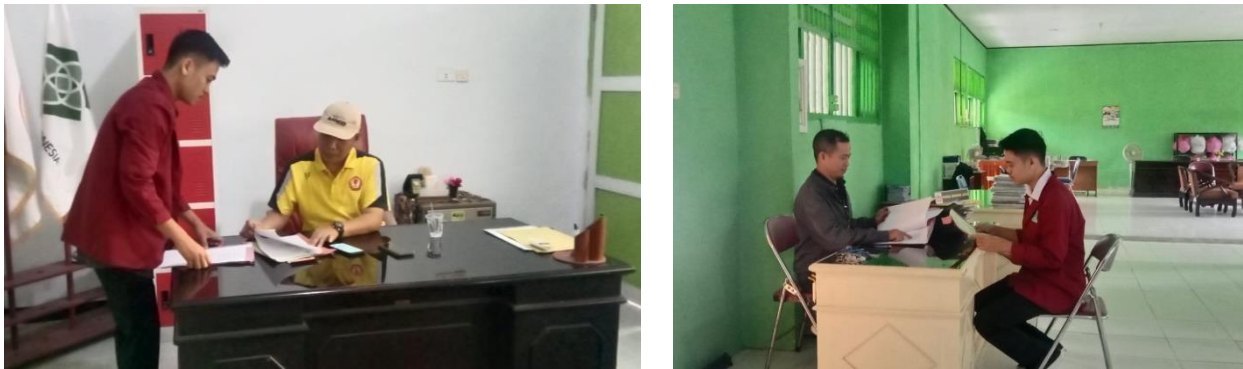






**Gambar 1.2 Hari Kedua**





**Gambar 1.3 Hari Ketiga**

**Gambar 1.4 Hari Keempat**



2. **Interview dan Observasi di SMA Negeri 03 Lebong**
**Gambar 2.1 Hari Pertama**



**Gambar 2.2 Hari Kedua**



**Gambar 2.3 Hari Ketiga**

# BIOGRAPHY



The researcher's name is Ferdawen Redi Gunawan. He was born in *Taba Baru*, Lebong on April 12<sup>th</sup> 2000. He is the first child of Mr. Hanafi and Ms. Titi Kencana, he has two siblings. The researcher has finished his primary study in 2012 at SD 06 *Lebong Atas,* his junior high school finished in 2015 at SMP N 2 Lebong, and his senior high school finished in 2018 at SMA N 5 Lebong.

In 2019, the researcher continued his study to English Tadris Study Program at IAIN Curup in academic year 2019/2020.