

**STUDENT’S PROBLEM ON LEARNING SPEAKING IN *MERDEKA*
CURRICULUM IMPLEMENTATION
AT MAN REJANG LEBONG**

THESIS

**This thesis is submitted to fulfill the requirement for
“Sarjana” degree in English Tadris Study Program**



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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Rania Atiyah Nabilla NIM 19551049** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul “**Student’s Problem On Learning Speaking In Merdeka Curriculum Implementation At Man Rejang Lebong**” Sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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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 her thesis entitle “**Student’s Problem On Learning Speaking In Merdeka Curriculum Implementation At Man Rejang Lebong**”.

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 study.

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahirobbil'alamin all of praises only to Allah SWT the al-mighty and merciful God who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to our Prophet Muhammad SAW (Peace Be upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahilliyah) to the lightness (Islam) as we felt together till now.

The researcher finished this thesis entitled “**Student’s Problem On Learning Speaking In Merdeka Curriculum Implementation At Man Rejang Lebong**”. 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 her 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. Aamiin.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

Curup,

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The Writer

A handwritten signature in black ink, appearing to read 'Rania Atiyah Nabilla'.

Rania Atiyah Nabilla

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MOTTO AND DEDICATION

“HAPPINESS IS A CHOICE, NOT A RESULT”

“Selalu ada harta dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu semua yang kamu investasikan untuk menjadikan dirimu serupa engkau impikan, mungkin tidak akan selalu lancar. Tapi, gelombang-gelombang itu yang nanti kamu ceritakan.”

(BOY CANDRA)

This research cannot finish without Allah permission, immeasurable gratitude for letting me finish this research as soon as my hope. There is no miracle except by you, Allah. In the name of Allah and his messenger Prophet Muhammad *Salallahu* „*Alaihi Wassalam*. I would like dedicate this thesis for:

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ABSTRACT

Rania Atiyah Nabilla 2024 : STUDENT'S PROBLEM ON LEARNING
SPEAKING IN *MERDEKA* CURRICULUM
IMPLEMENTATION AT MAN REJANG
LEBONG

Advisor : Dr. Sakut Anshori, M.Hum
Co-Advisor : Meli Fauziah, M.Pd.

This research was aim to Learning to speak English under the implementation of the Merdeka Curriculum offers a different and more flexible approach to developing students' communication skills. However, in the MAN Rejang Lebong context, students may face challenges in learning English speaking skills. This research aims to identify and analyze the problems faced by students in learning speaking under the Merdeka Curriculum at MAN Rejang Lebong. The research method used is qualitative with data collection through observations, interviews with teachers and students, and documentation. The research results show several main problems faced by students, including limited vocabulary and grammar, lack of practice opportunities, and lack of confidence in speaking English. The implication of this research is the importance of designing appropriate learning strategies to help students overcome these problems and improve their ability to speak English under the Merdeka Curriculum.

Keywords: Sstudents's Problem, Learning Speaking, Merdeka Curriculum

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CHAPTER I

INTRODUCTION

In this chapter consists of background of study, research question, objective of the research, scope and limitation of the research, significance of the study, and definition of key term.

A. Background of Study

Speaking becomes one of several skills in English. Speaking skill becomes the most significant thing to be mastered by the learners. In this new era, English speaking skill is needed to compete in life. Speaking skill becomes the first goal with several reasons of study, it becomes personal satisfaction to be able to speak and also gain other interest. ¹People will be labeled to be successful in learning speaking if they are able to speak and spell it well. Speaking is an essential tool to communicate with others. It becomes crucial part of language learning process. Therefore speaking proficiency has received the greatest attention from the learners and lectures.²

Speaking skills are an essential aspect of learning a foreign language. However, many foreign language learners encounter various problems and difficulties in acquiring effective speaking skills. A profound understanding of these issues is crucial in designing appropriate learning strategies to improve speaking skills among foreign language learners. Several previous studies have identified common problems faced by learners in learning speaking skills. Firstly, pronunciation issues often pose a significant challenge. Each language has unique sounds and phonetic rules that may be unfamiliar to learners. Consequently,

¹ Omidvar, R. (2014). Technology in teaching speaking skill. *Acme international journal of multidisciplinary research*, 2 (9).

² Bahrani, T. (2012). How to teach speaking skill. *Journal of education and practice*, 3 (2).

learners often struggle with pronouncing words correctly and understanding the appropriate intonation. Consequently, learners are trying hard to have good speaking skill. Several strategies are applied to achieve speaking skill including how to set up appropriate curriculum to support the development of communication in foreign language³

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve higher education goals. Freedom of learning in independent learning is an effort to give freedom and autonomy to educational institutions, and freedom from bureaucratization, lecturers are free from convoluted bureaucracy and students are given the freedom to choose the fields they like.

In the Merdeka Curriculum, speaking ability is considered an important communication skill and must be actively developed. This curriculum emphasizes the importance of students being able to express themselves effectively in English and other languages, according to the development of their abilities.

In the context of the Independent Curriculum, the development of speaking skills is expected through various communicative activities that involve students actively in verbal interaction. These activities can include group discussions, role simulations, presentations, debates, and so on. Teachers are encouraged to create a supportive learning environment, where students feel comfortable speaking and are given sufficient opportunities to practice and develop their speaking skills.

The ability to speak is not only seen as an important aspect of verbal communication, but also as a tool for expressing thoughts, ideas and emotions. Therefore, in the Merdeka Curriculum, speaking learning does not only focus on technical aspects of language (such as pronunciation and grammar), but also on students' ability to convey ideas clearly, logically and creatively.

³ Asnur, M.N.A. (2018). Exploring students' learning strategies in speaking performance. *International journal of language education*, 2 (1).

The learning approach used in the Merdeka Curriculum encourages students to be active in the learning process, build confidence in speaking, and improve their communication skills through relevant and meaningful practical experiences.⁴

The Merdeka Curriculum is a new approach to education in Indonesia which was introduced in 2020. The following are some of the differences between the Merdeka Curriculum and the previous curriculum:

- Flexibility in Learning:** The Merdeka Curriculum emphasizes flexibility in learning. Teachers have greater freedom to adapt teaching methods and learning materials according to students' needs and interests. This is different from the previous curriculum which may be more rigid and structured.
- Project-Based Learning:** Merdeka Curriculum encourages project-based learning, where students learn through real-world problem solving, collaborative projects, and independent exploration. This approach aims to increase student engagement and develop critical and creative thinking skills.
- The Importance of Digital Literacy and 21st Century Skills:** The Merdeka Curriculum recognizes the importance of digital literacy and 21st century skills in facing future challenges. Therefore, this curriculum pays more attention to the development of skills such as problem solving, collaboration, communication and critical thinking, as well as the integration of technology in learning.
- Multidisciplinary Approach:** The Merdeka Curriculum encourages a multidisciplinary approach to learning, where concepts and skills from various fields of study can be integrated. It aims to help students make connections between various topics and understand the wider context.
- Teacher and School Empowerment:** The Merdeka Curriculum provides more empowerment to teachers and schools in designing and implementing learning. Teachers are expected to be learning facilitators who inspire and support students in exploring their interests and talents.
- Competency-Based Assessment:** The Merdeka Curriculum emphasizes competency-based assessment, where students are assessed based on their attainment of skills and understanding. This assessment covers various aspects such as knowledge, skills, attitudes and values.

These differences show that the Merdeka Curriculum aims to renew the educational approach with a focus on learning that is more student-centered, relevant to current needs, and developing the skills needed to face future challenges.

⁴ Department of Education and Culture (Merdeka Curriculum: Competency Based Learning Guidelines. Jakarta: Ministry of Education and Culture)

The following are examples of problems in English speaking skills that may be encountered during classroom observations with the implementation of the Merdeka Curriculum: Vocabulary Limitations: Students may have difficulty expressing ideas or opinions due to limitations in their English vocabulary. This can occur due to lack of exposure to various words in real situations or limited resources that support vocabulary learning. Inability to Organize Thoughts: Some students may have difficulty organizing and organizing their ideas in a structured manner while speaking. They may be confused about starting a conversation, constructing an argument, or connecting ideas logically. Lack of Self-Confidence: Limited self-confidence can be a barrier for some students in expressing themselves in English in front of classmates or teachers. This can be caused by fear of making mistakes or fear of being evaluated by others. Lack of Speaking Practice: Students may have fairly good passive skills in understanding English through reading and listening, but lack opportunities to practice speaking actively in real communication contexts. This can happen due to lack of time in the curriculum or lack of opportunities to practice speaking outside of class. Differences in Speaking Habits: Students who are used to a particular dialect or accent may have difficulty communicating clearly and being understood by others who are not used to that accent. This may affect their communication skills in future academic or professional situations.

It is important for educators to identify these problems and design appropriate learning strategies to help students overcome challenges in speaking English. This can be done through learning that is oriented towards speaking activities, expanding vocabulary, building self-confidence, providing constructive feedback, and providing sufficient speaking practice opportunities.

From the explanation above it is clear that the recovery of the education system from the learning crisis cannot be realized through curriculum changes alone. Various efforts are also needed to strengthen the capacity of teachers and school principals, assistance for local governments, structuring evaluation systems, as well as more equitable infrastructure and funding. But the curriculum also has an important role. The curriculum has a major influence on what teachers

teach, as well as how the material is taught. Therefore, a well-designed curriculum will encourage and facilitate teachers to teach better.⁵

Furthermore, the problem also encounter in MAN Rejang Lebong as the school that implement the *Merdeka* Curriculum. Based on pre-observation many English students have problem in learning speaking in the *Merdeka* curriculum. Based on interview with some students in MAN Rejang Lebong, they said that they have limited exposure to structured speaking tasks or opportunities for guided practice, impacting their speaking skill development since *Merdeka* Curriculum asks the student-centered nature of the *Merdeka* Curriculum. It may result in a reduced emphasis on teacher-led instruction and traditional speaking activities. Second, The *Merdeka* Curriculum's emphasis on student autonomy and active participation can create an environment that places a high demand on learners to express their thoughts and opinions. Some learners may lack confidence in speaking, leading to self-consciousness, anxiety, and reluctance to engage in oral communication activities.

It is important for schools and writers at MAN Rejang Lebong to design appropriate learning strategies to help students overcome challenges in learning English speaking skills. Additional support in the form of extracurricular activities, structured speaking practice sessions, and the integration of technology in learning can help strengthen students' abilities in this regard. Apart from that, efforts to build students' self-confidence and motivation in learning English also need to be considered to achieve optimal results in implementing the *Merdeka* Curriculum. Based on the problem, writers try to investigate **student's problems in learning speaking skill in Merdeka curriculum implementation at MAN Rejang Lebong.**

⁵ <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>

B. Research Questions

Based on the mentioned background above, the researcher formulated the research problems as follows:

1. What are students' problems in learning speaking skill in *Merdeka* Curriculum implementation at MAN Rejang Lebong?
2. What are the strategies to solve the problem in learning speaking in *Merdeka* Curriculum implementation at MAN Rejang Lebong ?

C. Objective of the Research

The objectives of the research are:

1. To figure out students' problem in learning speaking skill in *Merdeka* Curriculum at MAN Rejang Lebong.
2. To figure out the strategies to solve the problem in learning speaking in *Merdeka* Curriculum at MAN Rejang Lebong.

D. Scope and Limitation of The Research

To make this study focus, the researcher was not research all of the students in MAN Rejang Lebong, but the researcher had limited the research on speaking class of MAN Rejang Lebong. This research was conducted to analyze students' problem in learning speaking. The subject of this study was the speaking class of MAN Rejang Lebong and the case had also been limited to make it focused. The researcher limited the problem of learning speaking. The researcher only talked deeper about the problems that students face in learning speaking in merdeka curriculum and the strategies to solve the problems.

E. Significance of the Study

This research is wished can give benefits practically and theoretically. Theoretically, this research hopefully can contribute to develop learning speaking

that is existence at present. Practically, this research is wished can give big role in the evaluation of education especially for students, English lecture, and next researchers.

1. For students, the result of this research can give problem solving in learning speaking to the English Department students.
2. For English teachers, the result of this research can suggest the teacher how to conduct learning speaking process in *merdeka* curriculum implementation that can make students have great attention and get the best result to support learning speaking to be better and interesting.
3. For the next researcher, the result of this research can be reference for further research about the problem in learning speaking in *merdeka* curriculum implementation.

F. Definition of Key Term

In order to clarify and avoid misunderstanding between the researcher and the reader, the key terms used in the study. The terms are necessary to be defined in this research are speaking, learning speaking, curriculum, and *Merdeka* curriculum.

1. Speaking

Speaking is a fundamental language skill that involves the production and verbal expression of language. It is the process of using words, phrases, and sentences to convey meaning, share information, express thoughts, and engage in communication with others⁶.

2. Learning speaking

⁶ Lightbown, P. M., & Spada, N. (2013). How languages are learned. Oxford University Press.P.34

Learning speaking is a teaching and learning process of speaking that utilizes an internet connection and learning platform.⁷

3. Curriculum

Curriculum is all the learning experiences planned and guided by the school to attain its educational goals⁸

4. Merdeka Curriculum

As explained on the official website of the Ministry of Education and Culture and Research and Technology, the Merdeka Curriculum or often referred to as the Merdeka Learning Curriculum is a curriculum with various intra-curricular learning, where the content presented to students will be more optimal with the aim that students can have enough time to deepen concepts and strengthen competence.⁹

⁷ Fitriani (2020). Definiton of Learning Speaking.

⁸ Tyler, R. W. (1949). Basic principles of curriculum and instruction. University of Chicago Press.

⁹ Puslitjak (2020). Definition of Merdeka Curriculum Implementation.

CHAPTER II

LITERATURE REVIEW

This chapter describes related theory of speaking skill, theory of *Merdeka curriculum*, problem of learning speaking in *Merdeka curriculum* implementation, problem solving and review of related study.

A. Review of Related Theories

1. Speaking Skill

In this case, the researcher explains the concept of speaking. To make it clearer, the explanation is divided into four points: 1) the definition of speaking, 2) characteristic of speaking.

a. The Definition of Speaking

According to Brown defined speaking is an interactive process of making meaning that includes producing, receiving, and processing information. It is an interaction process that happen between a speaker and a listener. Speaking is called as productive skill because the process involves the speaker who sends information or ideas to other people. When people share information to others, it is called as speaking. it can be sharing idea or information that is talked to other people. Producing several statements to be spoken and receiving the information or idea that is delivered.¹⁰

According to Mazouzi stated that speaking is an interactive process to construct meaning that involves producing information, receiving information and processing information. From the statements mentioned above, it can be concluded that speaking is a process that involves delivering information or idea stated from the speaker to the listeners. Delivering

¹⁰ Brown, H.D. (1994). *Teaching by principles: An interactive to language pedagogy*. San francisco: Addison Wesley longman

information involves interaction between speaker and listener. Speaking process is always be there in daily life. It becomes the connection among people to have interaction.¹¹

b. The Characteristic of Speaking

According to Mazouzi stated that fluency is the first characteristic of speaking. Fluency becomes the most important characteristic in speaking performance. Also, in teaching speaking skill sets fluency to be the main goal. Speak English fluently appears professional vibes, when people are able to speak English fluently means that people are judged as professional speaker. Then, Accuracy is the second characteristic of speaking performance¹². Furthermore, lectures should maintain accuracy in their speaking to teach in class. Learners are also required to pay attention to the accuracy in speaking. To reach accuracy of vocabulary is selecting suitable words in the suitable contexts of the sentence. So learners must be able to speak English by using words and expressions perfectly and correctly. The third characteristic is Grammar. Speak English with proper sentence arrangement with correct grammar makes the listener easy to understand what he or she said. In contrast when people speak with incorrect sentence arrangement will make listeners hard to understand. The forth is vocabulary. Having good speaking skill needs mastery of vocabulary. Speaker can not say anything to have speaking process without having vocabulary. The fifth is Pronunciation. Having speaking skill must be supported with the mastery of pronunciation. It makes our speaking becomes perfect. Moreover, Pronunciation makes speakers can speak English language accurately.

¹¹ Mazouzi, S. (2013). Analysis of some factors affecting learners' oral performance. Muhammad Khidar Briska University, Algeria.

¹² Mazouzi, S. (2013). Teaching English. London: Lucy Pollard Publisher.

2. *Merdeka Curriculum*

The Merdeka Curriculum is an innovative educational framework that aims to empower students by fostering independence, critical thinking, and creativity. Built upon the principles of self-directed learning and holistic development, it equips students with the necessary skills and knowledge to thrive in an ever-changing world.

At the heart of the Merdeka Curriculum lies the theory of learner autonomy. This theory posits that learners are active agents in their education, capable of setting goals, making decisions, and taking responsibility for their learning journey. By promoting learner autonomy, the curriculum encourages students to become self-directed learners who actively engage with their education, take ownership of their learning process, and develop a sense of agency.

The Merdeka Curriculum goes beyond traditional subject-centered education by emphasizing interdisciplinary learning and real-world application. It encourages students to explore various fields of knowledge and connect them in meaningful ways. By integrating subjects and incorporating hands-on projects, problem-solving activities, and collaborative work, the curriculum enables students to develop a deep understanding of concepts and their practical applications.

Another key aspect of the Merdeka Curriculum is its focus on critical thinking and creativity. Students are encouraged to analyze information critically, evaluate multiple perspectives, and develop their own informed opinions. They are also provided with opportunities to think creatively, explore innovative solutions, and express their ideas in diverse ways. By nurturing these skills, the

curriculum prepares students to tackle complex challenges and contribute to society as active and engaged citizens.

Furthermore, the Merdeka Curriculum recognizes the importance of holistic development. It acknowledges that education should not only focus on academic achievement but also on the social, emotional, and physical well-being of students. The curriculum promotes the development of essential life skills such as communication, collaboration, resilience, and empathy. It also encourages the cultivation of a strong sense of identity, cultural awareness, and ethical values.

Overall, the Merdeka Curriculum provides a comprehensive educational experience that empowers students to become lifelong learners, critical thinkers, and well-rounded individuals. By embracing learner autonomy, interdisciplinary learning, critical thinking, and holistic development, this curriculum paves the way for students to flourish in a rapidly evolving world and contribute meaningfully to society.¹³

3. English Speaking in The Merdeka Curriculum

Learning speaking in the Merdeka Curriculum can be designed by considering approaches that align with the goals of the curriculum, which emphasize student-centered learning, critical thinking skills, and the development of 21st-century skills. Here are some approaches and strategies that can be used in speaking learning within the Merdeka Curriculum:

- a. **Project-Based Learning:** In speaking learning, students can be given projects that require them to collaborate, communicate, and present their work orally.

¹³ Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak

These projects can involve real-life situations or simulations to train students in speaking and effectively conveying their ideas.

- b. **Discussions and Debates:** Designing discussion and debate activities that encourage students to speak and express their opinions actively. Teachers can provide interesting topics relevant to students' lives and facilitate small group discussions or whole-class discussions. This can help students enhance their speaking abilities, articulate their opinions, and respond to arguments effectively.
- c. **Simulations and Role-Playing:** Using simulations or role-playing in speaking learning can help students practice language in authentic contexts and interact actively. For example, students can play roles as characters in specific communicative situations, such as being a seller and buyer, a visitor and an information officer, or team members in a particular scenario.
- d. **Presentations and Speeches:** Encouraging students to create presentations and speeches can help them develop formal speaking skills. Teachers can provide guidance and training on effective presentation techniques, language usage, and persuasive delivery. Providing opportunities for students to practice presentations and speeches in front of the class can help improve their confidence and speaking abilities.
- e. **Technology-Enhanced Activities:** Leveraging technology in speaking learning can involve the use of applications or software specifically designed to train speaking skills. For instance, mobile apps or online learning platforms that provide voice recordings, interactions with native speakers, or various speaking activities tailored to students' proficiency levels.

- f. Peer Feedback and Evaluation: Encouraging students to provide feedback to each other in speaking learning can help them improve and enhance their speaking abilities. Teachers can teach students clear evaluation criteria and provide guidelines for students to give constructive feedback.¹⁴

4. Problem in learning speaking in Merdeka Curriculum Implementation

Speaking skill is a communication ability that expresses an idea. Learning speaking conducts the students to speak well in correct language.¹⁵ There are several studies that show the difficulties in mastering speaking skill. Speaking skill is not easy to be mastered. It involves students' interaction. Students' interaction is useful to develop students' speaking skill. Furthermore, Students' interaction can be more effective to improve students' speaking skill if it is done in the classroom. It is proven by Saeed, Khaksari, Eng, & Ghani. Moreover, speaking skill must be done in fun way in order to avoid students' anxiety in learning speaking. According to Horwitz the most number of problems that students faced is about an anxiety in learning speaking. Anxiety is the human subjective feeling of tension, apprehension, nervousness, and worry related with an arousal of the autonomic nervous system. Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the unique language of the learning process. Horwitz had identified three categories of problem relate to learning speaking they are Communication apprehension, test anxiety and fear of negative evaluation.

¹⁴ Nunan, D. (2003). Practical English language teaching. McGraw-Hill. P.124

¹⁵ Fitriani, DA., Apriliaswati, R. (2015). A study on students' English speaking problem in speaking performance. Jurnal pendidikan dan pembelajaran khatulistiwa, 4(9)s

Generally, there are several problem faced by students in speaking. Here, the researcher connects the theory to the implementation of Merdeka Curriculum by **Brown, H.D** ¹⁶

a. Limited Speaking Opportunities:

The student-centered approach of the Merdeka Curriculum may result in limited opportunities for students to engage in meaningful speaking activities. Without sufficient speaking practice, students may struggle to improve their oral communication skills.

b. Insufficient Vocabulary and Grammar Knowledge:

Developing speaking skills requires a solid foundation of vocabulary and grammar. Some students in the Merdeka Curriculum may face challenges in acquiring an adequate range of vocabulary and understanding grammar rules. This can impede their ability to express themselves accurately and fluently in spoken language.

c. Pronunciation and Intonation Difficulties:

Achieving correct pronunciation and intonation is crucial for effective communication. However, students may encounter difficulties in acquiring the sounds and intonation patterns of the target language. Without proper guidance and practice, they may struggle to pronounce words accurately and convey meaning effectively.

d. Limited Speaking Confidence:

¹⁶ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, San Francisco: Longman. 2003, p.157.

The emphasis on critical thinking and problem-solving in the Merdeka Curriculum may inadvertently lead to a lack of speaking confidence among students. Some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities. Overcoming this lack of confidence is essential for the development of speaking skills.

e. Lack of Speaking Assessment and Feedback:

The holistic assessment approach of the Merdeka Curriculum may not provide adequate feedback and evaluation specifically focused on speaking skills. Without targeted assessment and constructive feedback, students may find it challenging to identify their strengths and weaknesses in speaking. This can hinder their progress in improving their oral communication abilities.

f. Technological Challenges:

The integration of technology in the Merdeka Curriculum can present both opportunities and challenges for students in speaking learning. Technical issues or limited access to technology resources may hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking practice.

g. Limited Exposure to Authentic Spoken Language:

Authentic exposure to the target language is crucial for developing speaking skills. However, students in the Merdeka Curriculum may have limited access to authentic spoken language, particularly if their exposure is primarily through classroom interactions or limited resources. Insufficient exposure to authentic language can affect students' ability to understand and produce natural, contextually appropriate speech.

Addressing these problems requires tailored interventions and strategies within the Merdeka Curriculum. Providing ample speaking opportunities, integrating explicit instruction on vocabulary and grammar, incorporating pronunciation and intonation practice, fostering speaking confidence through supportive environments, implementing specific speaking assessments, and maximizing authentic language exposure can help overcome the challenges faced by students in speaking within the Merdeka Curriculum.

5. Strategy to overcome Problem encountered by the Speaking learners in Merdeka Curriculum

Problem solving is an effort to solve the problem that learners face in any condition to be better than before. Such as, the students got the problem in the English lesson because students need to speak English fluently and confidently. Based on this case, a teacher must be able to find out the proper way to solve the students' problem of how to make them speak fluently. There are several ways to make students get more interested and motivated to solve their problems. The first way is creating the situation that excites the pupil, stimulate the students' experiences the impulse or force them to find out the problem solving. The teacher must lead the students to be more experienced and active. According to Horwitz, To overcome students problem in learning speaking can be done in two categories way.¹⁷The first, they can help them learn to cope with existing anxiety provoking situation. The second, they can make the learning context less stressful.

Extremely anxious students are highly motivated to avoid engaging in the classroom activities they fear most, they may appear simply unprepared or

¹⁷ Horwitz, E. K. 2001. Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, 21, 112-126

indifferent. Therefore, teachers should always consider the possibility that anxiety is responsible for the student behavior discussed here before attributing poor student performance to lack of ability, inadequate background, or poor motivation. Specific techniques which teachers may use to allay students' anxiety include relaxation exercises, advice on effective language learning strategies, behavioral contracting, and journal keeping. But language teachers have neither sufficient time nor adequate expertise to deal with severe anxiety reactions. Such students, when identified, should probably be referred for specialized help to outside counselors or learning specialists. Reducing stress by changing the context of foreign language learning is the more important and considerably more difficult task. As long as foreign language learning takes place in a formal education setting where evaluation is inextricably tied to performance, anxiety is likely to continue to flourish. Teachers might create student support systems and closely monitor the classroom climate to identify specific sources of student anxiety. As students appear to be acutely sensitive to target language corrections, the selection of error correction techniques should be based on instructional philosophy and on reducing defensive reactions in students. The impact of these (or any) corrective practices on foreign language anxiety and ultimate foreign language achievement must, of course, be studied in the classroom. How much current teaching practices contribute to foreign language anxiety and how much is due to the intrinsic nature of language learning are important issues to be addressed before firm conclusions regarding optimal interventions can be reached.

There are several strategies can be used to overcome problem faced by Speaking Learner proposed by Nunan, D. The researcher connect the theory to

the implementation of Merdeka Curriculum by guided book from Ministry of Education.¹⁸

1. **Increase Speaking Opportunities:** Provide ample opportunities for students to engage in meaningful speaking activities. This can include pair work, group discussions, presentations, role-plays, debates, and simulations. Encourage active participation and create a supportive and inclusive learning environment where students feel comfortable expressing themselves orally.
2. **Scaffolded Instruction:** Provide clear and structured guidance to support students in developing their speaking skills. Break down speaking tasks into manageable steps, provide models and examples, and offer language support as needed. Gradually increase the complexity of speaking tasks to challenge students and help them progress.
3. **Explicit Instruction on Vocabulary and Grammar:** Integrate explicit instruction on vocabulary and grammar relevant to speaking tasks. Teach students vocabulary related to common speaking topics and provide guidance on using grammatical structures effectively in spoken language. Incorporate vocabulary and grammar practice within speaking activities.
4. **Pronunciation and Intonation Practice:** Include dedicated practice activities for pronunciation and intonation. Teach students the sounds and intonation patterns of the target language and provide opportunities for them to practice and receive feedback. Incorporate activities such as tongue twisters, minimal pair exercises, and recordings of native speakers for imitation and practice.
5. **Peer Feedback and Collaboration:** Encourage peer feedback and collaboration in speaking activities. Pair students or create small groups

¹⁸ David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593.

where they can provide constructive feedback to each other. This promotes active engagement, allows students to learn from each other, and enhances their speaking skills through collaboration and interaction.

6. **Authentic Language Exposure:** Maximize authentic language exposure by incorporating real-life materials such as videos, audio recordings, podcasts, and authentic texts. Expose students to different accents, registers, and styles of spoken language to improve their listening comprehension and speaking skills. Encourage students to explore authentic resources outside the classroom as well.
7. **Formative Assessment and Feedback:** Implement formative assessment strategies that specifically focus on speaking skills. Provide regular feedback to students on their speaking performance, highlighting areas of improvement and offering guidance for further development. Use rubrics or checklists to assess and provide targeted feedback on pronunciation, fluency, vocabulary usage, and coherence in spoken language.
8. **Technology Integration:** Utilize technology tools and resources to enhance speaking learning. Language learning apps, online speaking platforms, and multimedia resources can provide additional speaking practice, interactive exercises, and opportunities for self-assessment. Ensure equitable access to technology resources for all students.¹⁹

These strategies aim to create a supportive and engaging learning environment where students can develop their speaking skills effectively within the Merdeka Curriculum. By implementing these strategies, educators can

¹⁹ Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill. P.127

address the challenges students face and facilitate their progress in becoming confident and proficient speakers of the target language.

There are also several strategies for the learners to overcome problem in speaking based Merdeka curriculum implementation. According to Nation, P., & Newton, J students can applied several strategies in speaking based on the implementation new curriculum. Because *Merdeka* curriculum is a new curriculum and has its own characteristic, so the researcher proposed several strategies to overcome the problem;

1. **Seek Speaking Opportunities:** Actively seek out opportunities to practice speaking, both within and outside the classroom. This can include participating in class discussions, joining language clubs or conversation groups, or engaging in language exchange programs.
2. **Engage in Self-Study:** Take the initiative to engage in self-study activities to improve speaking skills. This can involve practicing speaking aloud, recording and reviewing oneself, and seeking resources such as online language tutorials or speaking exercises.
3. **Utilize Technology:** Make use of technology resources, such as language learning apps, online speaking platforms, or virtual language exchange programs, to enhance speaking skills and gain exposure to authentic spoken language.
4. **Develop Vocabulary and Grammar:** Work on improving vocabulary and grammar knowledge to enhance speaking fluency and accuracy. This can involve engaging in vocabulary-building exercises, practicing sentence construction, and seeking feedback from teachers or peers.

5. **Practice Pronunciation:** Focus on improving pronunciation skills by practicing sounds, intonation, and stress patterns. This can involve using pronunciation apps, listening to native speakers, or working with language learning resources specifically targeting pronunciation.
6. **Seek Feedback and Guidance:** Actively seek feedback and guidance from teachers, peers, or language tutors to identify areas for improvement and receive suggestions for enhancing speaking skills.
7. **Embrace Mistakes:** Adopt a growth mindset and view mistakes as opportunities for learning and improvement. Be willing to take risks and embrace the learning process, even if it means making errors while speaking.
8. **Set Speaking Goals:** Set specific and achievable goals for speaking improvement. This can help maintain motivation and provide a sense of direction in working towards enhancing speaking skills.
9. **Immerse in Authentic Language Contexts:** Seek opportunities to immerse oneself in authentic language contexts, such as watching movies, listening to podcasts, or engaging in conversations with native speakers. This exposure can help develop a natural feel for the language and enhance speaking abilities.
10. **Practice Active Listening:** Develop strong listening skills to better understand spoken language and improve speaking responses. Active listening can aid in acquiring vocabulary, understanding pronunciation, and developing conversational strategies²⁰.

²⁰ Nation, P., & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. Routledge.P.134

These strategies empower students to take ownership of their learning and actively work towards improving their speaking skills within the Merdeka curriculum.

B. Review of Previous Study

1. Review of Related Study

The first research was conducted by Siti Ratna Ayu, a student of English Education Department Tarbiyah and Lecture Training Faculty State Islamic University of Raden Intan Bandar Lampung. Under the title “An Analysis of The Students’ Problem in Learning Speaking at The First Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in Academic Year 2018”. The research Methodology was qualitative research design, the populations were all students of eleventh grade of SMKN 6 Bandar Lampung. The sample of this research was students of XI TPHPI (Teknologi Pengolahan Hasil Perikanan) at the eleventh grade. Researcher collected the data by interviewing students as information and observing the teaching and learning process. Also, collect data by using questionnaire. Before researching, the researcher selected the informants. After selecting the informants, Researcher set time to conduct an interview. Then, the researcher analyzed the data by using data reduction. The similarities between this research and Siti's research can be found in the research subject is about learning to speak, but Siti's research is only limited to that researching the problem of speaking learning in general, this research will more complete analysis of speaking learning problems in implementing the *Merdeka* curriculum.

The second research was conducted by Rista Ananda Ningias. A student of Tidar University of Magelang. Under the title “EFL Students; Perspective on Their

Self-efficacy in Speaking during Online Learning”.²¹ The research Methodology was a descriptive qualitative research design, the population was the first, third and fifth semester of English department students in Tidar University, Magelang. The sample of this research was 33 students who were selected by purposive sampling. Researcher collected the data by distributing questionnaire to gather the data. The similarities between this research and Rista’s research is in the subject of research about speaking, but Rista’s research was only researched the perspective, this research will more fully analyze the problems of learning to speak in the implementation of the independent curriculum.

The third research was conducted by Moya Aisya Abduna a student of IAIN Kediri. Under the title “A Case Study of Online Speaking Anxiety in EFL Classroom”.²² The research Methodology was a qualitative case study, the population was the third semester of English department students in IAIN Kediri. The sample of this research was 17 students who were selected by purposive sampling. Researcher collected the data by distributing questionnaire to gather the data. The similarities between this research and Moya’s research is in the subject of research about speaking problem, this research will more fully analyze the problem of learning to speak during the merdeka curriculum implementation.

These studies have similarities with this research. This research complement the research above to provide a brief explanation of the problems of learning to speak in an independent curriculum. Furthermore, this research can be

²¹ Fitriani, Y. (2020). Students’ perspective of online learning on speaking class during covid19 pandemic . *Journal of language and literature*, 7 (1-3).

²² Abduna, M.A., (2021). *A Case Study of Online speaking Anxiety in EFL Classroom*. IAIN Kediri

clearer and more concise to find out the problems faced by students in this *merdeka* curriculum.

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²³ Ayu, S.R. (2018). An analysis of the students' problem in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung. Raden Intan Islamic University, Bandar Lampung.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explores the research method in finding some required information. It obtains with research design, research subject, research instrument, data collection, and data analysis.

A. Research Design

In this research, the descriptive qualitative research design was used to describe the problem faced by students in learning speaking in Merdeka Curriculum implementation at MAN Rejang Lebong. According to Ary et al, qualitative research design is a set of plans used to comprehend an existing or phenomenon by focusing on the total pictures rather than breaking it down into variables. The goal is holistic picture and depth of understanding, rather than numeric data analysis.²⁴

And there are several reasons why choosing qualitative methods for this research:

Delving into Individual Experiences: Qualitative methods allow researchers to delve deeper into individuals' experiences, understand their perspectives, and explore deeper contexts. In the context of this research, qualitative methods will allow researchers to understand in depth the challenges and experiences of students in learning English speaking skills under the Merdeka Curriculum.

Opportunities for In-Depth Observation: Through qualitative methods, researchers can make in-depth observations of the phenomena under study. This will allow researchers to capture small details, nuances, and context that might be missed if only using quantitative methods. In this research, direct observation of students' interactions in learning to speak English can provide valuable insights.

Understanding Local Context and Culture: Qualitative methods allow researchers to understand the local context and culture that influence students' experiences of learning. This is important because the Merdeka Curriculum is applied in the unique Indonesian educational context. Researchers can explore how cultural, social and environmental factors influence learning to speak English at MAN Rejang Lebong.

²⁴ Ary et al (2006).Qualitative data analysis. London: Sage Production Inc.

Flexibility in Data Collection: Qualitative methods offer flexibility in data collection, such as in-depth interviews, observations, and document analysis. This allows researchers to collect data from multiple sources and gain a more holistic understanding of the phenomenon under study. In this research, researchers can use a combination of various data collection techniques to get a comprehensive picture of the problem of learning to speak English at MAN Rejang Lebong.

Enables Contextual and Descriptive Research: Qualitative methods allow researchers to explore phenomena in a more contextual and descriptive way. This allows researchers to understand the dynamics that occur in the field and analyze various aspects that may be complex and multidimensional. In this research, the descriptive approach obtained through qualitative methods will provide a deeper understanding of the problem of learning to speak English at MAN Rejang Lebong. By considering the reasons above, qualitative methods can be the right choice to explore students' challenges and experiences in learning English speaking skills under the Merdeka Curriculum at MAN Rejang Lebong.

B. Subject of The Research

The subject of this study was seven students of tenth class at MAN Rejang Lebong which are consist of four males and three females. The researcher choose them as the subject of this research because based on the previous interview with teacher, it is known those students have some problems in learning speaking especially English in Merdeka Curriculum because in this curriculum force students to be active and need high self-regulation. Based the speaking score during teaching proses or test they also have low score achievement in speaking. Based on the interview directly to the students; they said that they have problem in mastering speaking in Merdeka Curriculum because of lack information about it. The researcher used Purposive sampling to select the subject of the research based on the criteria that mention before. According to Creswell, Purposive sampling is selecting individuals

or cases that possess certain characteristics or qualities important to the research purpose, based on the researcher's judgment.

C. Technique of Collecting Data

The Technique used to collect the data were observation and Interview. The observation used to know the answer of the first research problem. Meanwhile, the Interview used to investigate the strategy used by learner to overcome problem in speaking in Merdeka Curriculum.

1. Observation

Observation is a kind of data collection through observing something and writing about phenomenon being observed. According to Ary stated that observation is the basic for collecting the data in qualitative research and it is more than “hanging out”. Therefore, the result of qualitative observation refers to complete description of the setting to understand the complex interactions happened in the classroom. In other explanation, Ary divided observation into participant observation and non-participant observation. In participant observation, the observer actively participates and becomes as insider in the event being observed. In contrast, in non-participant observation, the observer is not directly involved in the situation to observe. In other word, the observer does not affect the object or subject of observation²⁵ In this research, the researcher conducts a non-participant observation because she observed without participating or taking any active part in the class. The field notes used as instruments to gain data's which emphasized the information related to speaking problems faced by tenth grade student. The field notes was applied to identify the detail information about speaking problem.

²⁵Ary (2010:431). *Qualitative Research Methods: A Data Collector's Field Guide*. New York: Asaid.

2. Interview

According by Lexy J. Moleong define that interview with specific conversational objectives. In this method researchers and respondents directly (face to face) to obtain information verbally by obtaining objective data that can explain the research problem.²⁶ Technique of interview was conducted face to face through question and answer between the researcher or data collector and the respondent or informant or data source. The data collection technique in the form of interviews carried out by way of question and answer between researchers and respondents in order to obtain information or subjective perceptions from informants regarding the topic to be studied. The previous researcher had to prepare interview questions in advance.

D. Research Instruments

There are two instruments used in this research. The first is observation checklist to confirm the answer from interview section.

1. Observation Checklist

Observation checklist here used to confirm the result of interview from students problem in speaking and strategy to solve the problem in Merdeka Curriculum implementation at MAN Rejang Lebong. The researcher used the observation checklist to check weather the answer of interview is the same with what happened in the field. The researcher make the observation checklist based on the theory from Nation, P., & Newton, J. Teaching ESL/EFL Listening and Speaking. Routledge elaborated with Merdeka Curriculum Guided Book. The blueprint of observation checklist can be seen in the table below;

²⁶ Lexy J. Moleong (1991:135). Definition of Interview.

Table 3.1
Blueprint of Students' problem in Speaking based on the
implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
1	Limited Speaking Opportunities	The student-centered approach of the Merdeka Curriculum may result in limited opportunities for students to engage in meaningful speaking activities	<ol style="list-style-type: none"> 1. Students may struggle to improve their oral communication skills. 2. Limited time allocated for speaking practice during class sessions. 3. Lack of structured speaking tasks or assignments that require students to express their thoughts, opinions, or ideas orally. 		
2	Insufficient Vocabulary and Grammar Knowledge	Developing speaking skills requires a solid foundation of vocabulary and grammar. Some students in the Merdeka Curriculum may face challenges in acquiring an adequate range of vocabulary and understanding grammar rules	<ol style="list-style-type: none"> 1. Limited range of vocabulary used by students, resulting in repetitive or simplistic language usage. 2. Struggles in comprehending or producing longer and more complex texts due to limited language resources. 		
3	Pronunciation and Intonation Difficulties	Achieving correct pronunciation and intonation is crucial for effective communication. However, students may	<ol style="list-style-type: none"> 1. Inconsistent or inaccurate pronunciation of individual sounds or phonemes in the target language. 2. Mispronunciation of commonly 		

		encounter difficulties in acquiring the sounds and intonation patterns of the target language	used words or phrases, affecting overall comprehension and communication.		
4	Limited Speaking Confidence	The emphasis on critical thinking and problem-solving in the Merdeka Curriculum may inadvertently lead to a lack of speaking confidence among students	<ol style="list-style-type: none"> 1. Some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities 2. Reluctance to actively participate in speaking tasks or discussions. 		
5	Lack of Speaking Assessment and Feedback	The holistic assessment approach of the Merdeka Curriculum may not provide adequate feedback and evaluation specifically focused on speaking skills	<ol style="list-style-type: none"> 1. students may find it challenging to identify their strengths and weaknesses in speaking 2. Limited or infrequent opportunities for students to showcase their speaking abilities. 		
6	Technological Challenges	The integration of technology in the Merdeka Curriculum can present both opportunities and challenges for students in speaking learning	<ol style="list-style-type: none"> 1. Hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking practice. 2. Lack of familiarity or proficiency in using technology tools or software for speaking practice. 		
7	Limited Exposure to	Authentic exposure to the	<ol style="list-style-type: none"> 1. students' ability to understand and 		

	Authentic Spoken Language	target language is crucial for developing speaking skills. However, students in the Merdeka Curriculum may have limited access to authentic spoken language, particularly if their exposure is primarily through classroom interactions or limited resources	produce natural, contextually appropriate speech is low 2. Limited access to authentic audio or video materials that reflect natural speech patterns and real-life communication situations.		
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Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Seek Speaking Opportunities	Actively seek out opportunities to practice speaking, both within and outside the classroom	1. The student actively engages in class discussions, asks questions, and offers opinions or contributions during speaking activities or group work 2. Joining Language Clubs or Conversation Groups		
2	Engage in Self-Study	Take the initiative to engage in self-study activities to improve speaking skills	1. The student establishes specific goals for improving their speaking skills and creates a plan for achieving those		

			goals through self-study.		
3	Utilize Technology	Make use of technology resources, such as language learning apps, online speaking platforms, or virtual language exchange programs, to enhance speaking skills and gain exposure to authentic spoken language.	1. The student actively engages with language learning applications or mobile apps that offer speaking exercises, interactive dialogues, or pronunciation practice.		
4	Develop Vocabulary and Grammar	Work on improving vocabulary and grammar knowledge to enhance speaking fluency and accuracy	1. The student actively seeks opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building exercises, flashcards, or online resources to expand their vocabulary.		
5	Practice Pronunciation	Focus on improving pronunciation skills by practicing sounds, intonation, and stress patterns	1. The student actively participates in pronunciation exercises, such as tongue twisters, minimal pair activities, or pronunciation drills, to improve their articulation and phonetic accuracy.		
6	Seek Feedback and Guidance	Actively seek feedback and guidance from	1. The student actively seeks feedback from		

		teachers, peers, or language tutors to identify areas for improvement and receive suggestions for enhancing speaking skills	teachers, language tutors, or peers on their speaking performance to identify areas for improvement and receive constructive suggestions.		
7	Embrace Mistakes	Adopt a growth mindset and view mistakes as opportunities for learning and improvement	1. The student is willing to take risks and step out of their comfort zone when speaking, even if it means making mistakes.		
8	Set Speaking Goals	Set specific and achievable goals for speaking improvement.	1. The student can clearly articulate their desired outcomes and specific areas of improvement for their speaking skills.		
9	Immerse in Authentic Language Contexts	Seek opportunities to immerse oneself in authentic language contexts, such as watching movies, listening to podcasts, or engaging in conversations with native speakers	1. The student actively seeks opportunities to interact with native speakers of the target language, engaging in conversations, language exchange programs, or cultural events.		
10	Practice Active Listening	Develop strong listening skills to better understand spoken language and improve speaking responses	1. The student actively concentrates and maintains attention during listening activities, minimizing distractions and actively engaging		

			with the audio or speaker.		
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2. Interview Guidance

Interview was used to gain the data speaking in *Merdeka* Curriculum implementation at MAN Rejang Lebong. The researcher used the interview guidance as the guide in giving questions to the. The researcher created the interview guidance based on the theory from Brown elaborated with *Merdeka Curriculum Guided Book*. The blueprint of interview can be seen in the table below;

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Limited Speaking Opportunities	The student-centered approach of the Merdeka Curriculum may result in limited opportunities for students to engage in meaningful speaking activities	<ol style="list-style-type: none"> 1. Can you mention some of the common difficulties students face when it comes to limited speaking opportunities within the Merdeka Curriculum? 2. How do students generally respond to the limited speaking opportunities provided? 3. Are there any observable patterns or trends? 4. Are there any specific strategies to address the problems faced by students due to limited speaking opportunities?
2	Insufficient Vocabulary and Grammar Knowledge	Developing speaking skills requires a solid foundation of vocabulary and grammar Some students in the Merdeka Curriculum may face challenges in acquiring an	<ol style="list-style-type: none"> 2. Can you discuss some of the common difficulties students face in developing their vocabulary and grammar knowledge in the Merdeka Curriculum? 3. What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 4. What strategies are currently

		adequate range of vocabulary and understanding grammar rules	used to address the problem of insufficient vocabulary and grammar knowledge among students?
3	Pronunciation and Intonation Difficulties	Achieving correct pronunciation and intonation is crucial for effective communication. However, students may encounter difficulties in acquiring the sounds and intonation patterns of the target language	5. Can you discuss some of the common difficulties students face in developing their pronunciation and intonation skills within the Merdeka Curriculum? 6. What strategies are currently used to address the problem of pronunciation and intonation difficulties among students?
4	Limited Speaking Confidence	The emphasis on critical thinking and problem-solving in the Merdeka Curriculum may inadvertently lead to a lack of speaking confidence among students	7. Can you discuss some of the common difficulties students face in developing their speaking confidence within the Merdeka Curriculum? 8. What techniques are currently used to address the problem of limited speaking confidence among students?
5	Lack of Speaking Assessment and Feedback	The holistic assessment approach of the Merdeka Curriculum may not provide adequate feedback and evaluation specifically focused on speaking skills	9. Can you discuss some of the difficulties students face due to the lack of speaking assessment and feedback within the Merdeka Curriculum? 10. What are some specific concerns raised by students regarding the absence of speaking assessment and feedback? 11. What are some specific concerns raised by students regarding the absence of speaking assessment and feedback?
6	Technological Challenges	The integration of technology in	12. Can you discuss some of the common technological

		the Merdeka Curriculum can present both opportunities and challenges for students in speaking learning	challenges students face within the Merdeka Curriculum? 13. What are some specific obstacles students encounter when using technology for speaking practice? 14. What strategies are currently in place to address the problem of technological challenges faced by students?
7	Limited Exposure to Authentic Spoken Language	Authentic exposure to the target language is crucial for developing speaking skills. However, students in the Merdeka Curriculum may have limited access to authentic spoken language, particularly if their exposure is primarily through classroom interactions or limited resources	15. Can you discuss some of the difficulties students face in developing their speaking skills within the Merdeka Curriculum? 16. What are some specific areas or aspects of spoken language that students tend to struggle with the most? 17. What strategies are currently used to address the problem of limited exposure to authentic spoken language among students?

E. Data Analysis Technique

The researcher used Miles and Huberman in terms of analysis the data. the following steps to analyse the data, such as:²⁷

1. Managing

²⁷ Miles, M.B. & Huberman, A.M. (1994). Qualitative data analysis. London: Sage Production Inc.

Before the data from interview was be ready and able to be interpreted, they was be managed by envisioning what the data from interview of the research look like. The researcher divides the data based on the resources. From interview data was be saved in folders. Besides that, the folders of data was be divided also by the date are gotten.

2. Reading/Memoing

After managing the data, the researcher read the data from interview by using the result of interview. The researcher read what the problem faced by students in speaking in Merdeka curriculum Problem in Teaching at MAN Rejang Lebong

3. Classifying

Classifying data is done after reading the data interview. The data were classified based on the interview and observation about the problem faced by students in speaking in Merdeka curriculum Problem in Teaching at MAN Rejang Lebong

4. Description

Description is based on the interview and interview guidance. In this step, the researcher starts to describe all the data that can help the researcher to do next step in analyzing the data.

5. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he/she uses some conceptual basic or understanding to cluster a variety of data pieces into a

category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other.

F. Triangulation

In qualitative research, findings or data can be stated valid if there is no difference between what the researcher reported with what the reality happen on object. But, it needs to know that the truth of reality data according qualitative research is not singular, but is plural and it depends on human construction that is formed in a person as a mentality process of individual with the variety of background. According Creswell, triangulation is a validity check of data that utilizes other in out of data for checking a purpose or as comparing with the data, the technique uses check in other source²⁸. To make the data valid, the writer uses triangulation of data source and technique of collecting data. The data sources if the study is documents of video script Buyer-Seller Transaction and interview. The purpose of interview informant is to make the data and also to consult this title and the data source that have been founded to be relevant. The technique of collecting data from document is content analysis, while from informant, the writer uses interview and informant. The researcher also used professional judgement to check weather the blueprint of each instrument are valid.

²⁸ Creswell, J. W. 2014. Research design : qualitative, quantitative, and mixed methods approaches— 4th ed. USA : SAGE Publications, Inc. P.21

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher confirmed the findings from the interviews and observations in this section. The aim of this study was to investigate deeply at “the problem faced by students in learning speaking in Merdeka Curriculum and strategies used by the students to overcome the problem in Merdeka Curriculum implementation at MAN Rejang Lebong”. The researcher conducted an observation checklist for observations and interview guidelines for interview questions for gaining the data. The research findings and discussion are involved in this section.

A. FINDINGS

The researcher gained the findings and analysis the data from the observation and interview to confirmed the data the problem faced by students in learning speaking in Merdeka Curriculum and strategies used by the students to overcome the problem in Merdeka Curriculum implementation at MAN Rejang Lebong.

1. Students’ Problem in learning Speaking in Merdeka Curriculum at the Speaking Class of MAN Rejang Lebong.

a. Interview Result of Problem in Learning Speaking

To investigate the problem faced by the students in learning speaking based on the implementation of Merdeka Curriculum, the researcher conducted interview. The result of interview confirmed by using observation. The interview conducted from 15-25th October, 2023 in MAN Rejang Lebong. The interview result can be seen in the table below:

Table 4.1
The Interview Result of Students’ problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Questions	Answers
1	Limited Speaking Opportunities	5. Can you mention some of the common difficulty's students face when it comes to limited speaking opportunities within the Merdeka Curriculum? 6. How do students generally respond to the limited speaking opportunities provided? 7. Are there any observable patterns or trends? 8. Are there any specific strategies to address the problems faced by students due to limited speaking opportunities?	1. Commonly, students have problem in time limitation in teaching process in class because as we know Merdeka Curriculum require us to teach students within pair and group work. Time limits students to speak. 2. Sometimes they ask the teacher to add more time. 3. No 4. Yes, usually the students seek opportunities to speak by actively engages in class discussions, asks questions, and offers opinions or contributions during speaking activities or group work.
2	Insufficient Vocabulary and Grammar Knowledge	18. Can you discuss some of the common difficulties students face in developing their vocabulary and grammar knowledge in the Merdeka Curriculum? 19. What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 20. What strategies are currently used to address the problem of insufficient vocabulary and grammar knowledge among students?	1. Yes, they don't have a good vocabulary building in their speaking. As we know in Merdeka Curriculum, students have to speak based on the real-life situation. 2. In the context of real-life situation 3. Usually students the student actively seeks opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building exercises, flashcards, or online resources to expand their vocabulary
3	Pronunciation and Intonation Difficulties	1. Can you discuss some of the common difficulties students face in	1. Yes, the students cannot pronounce the word well when it is in long

		<p>developing their pronunciation and intonation skills within the Merdeka Curriculum?</p> <p>2. What strategies are currently used to address the problem of pronunciation and intonation difficulties among students?</p>	<p>conversation but for short they can pronounce it well</p> <p>2. We force the student actively to seek opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building exercises, flashcards, or online resources to expand their vocabulary</p>
4	Limited Speaking Confidence	<p>1. Can you discuss some of the common difficulties students face in developing their speaking confidence within the Merdeka Curriculum?</p> <p>2. What techniques are currently used to address the problem of limited speaking confidence among students?</p>	<p>1. There is no problem with the confidence. They have problem in others situation.</p>
5	Lack of Speaking Assessment and Feedback	<p>2. Can you discuss some of the difficulties students face due to the lack of speaking assessment and feedback within the Merdeka Curriculum?</p> <p>3. What are some specific concerns raised by students regarding the absence of speaking assessment and feedback?</p> <p>4. What are some specific concerns raised by students regarding the absence of speaking assessment and feedback?</p>	<p>5. This is not the problem the teacher find during learning process based on Merdeka Curriculum because the assessment is very clear in Module.</p>
6	Technological Challenges	<p>1. Can you discuss some of the common technological challenges students face within the Merdeka Curriculum?</p> <p>2. What are some specific</p>	<p>1. Yes, the common problem is Internet connection, as far as we know Merdeka Curriculum require us to use technology via</p>

		<p>obstacles students encounter when using technology for speaking practice?</p> <p>3. What strategies are currently in place to address the problem of technological challenges faced by students?</p>	<p>platform or application</p> <p>2. It can trigger students to speak</p> <p>3. Teacher forces student actively engages with language learning applications or mobile apps that offer speaking exercises, interactive dialogues, or pronunciation practice.</p>
7	Limited Exposure to Authentic Spoken Language	<p>1. Can you discuss some of the difficulties students face in developing their speaking skills within the Merdeka Curriculum?</p> <p>2. What are some specific areas or aspects of spoken language that students tend to struggle with the most?</p> <p>3. What strategies are currently used to address the problem of limited exposure to authentic spoken language among students?</p>	<p>1. Yes, there is no practice with the native speaker. They don't have any connection to do it.</p> <p>2. In the area of academic.</p> <p>3. The student actively seeks opportunities to interact with native speakers of the target language, engaging in conversations, language exchange</p>

From the table above, it was clear that there are some problem faced by students in learning speaking based on the implementation of Merdeka Curriculum at tenth grade of MAN Rejang Lebong. The explanation can be seen below:

1) Limited Speaking Opportunities

The researcher confirmed that the students struggle to improve their oral communication skills in learning process because of time allocation. It also gives big impact to students to speak English practice during class sessions. Lack of structured speaking tasks or assignments that require students to express their thoughts, opinions, or ideas orally was also becoming a problem for students to speak.

2) Insufficient Vocabulary and Grammar Knowledge

During the observation, the researcher found that limited range of vocabulary used by students can cause resulting in repetitive or simplistic language usage. This can give big impact to students as a learner to learn speaking. The indicator of this problem also appeared in students who are struggles in comprehending or producing longer and more complex texts due to limited language resources.

3) Pronunciation and Intonation Difficulties

Another problem found by the teacher was Limited range of vocabulary used by students. It can trigger students to do repetitive or simplistic language usage. The students also struggle in comprehending or producing longer and more complex texts due to limited language resources in teaching process.

4) Limited Speaking Confidence

In Merdeka Curriculum, students work in three steps; Pairs, Group and Individual work. These phases make some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities. Three phases before also make students reluctance to actively participate in speaking tasks or discussions.

5) Lack of Speaking Assessment and Feedback

In Merdeka Curriculum, Assessment is crucial think in learning process. But somehow, the teacher cannot formulate the appropriate assessment to students to evaluate themselves when they learn in terms of individual work. As we know that, Merdeka Curriculum force students to learn more independently as they want. Here, students may find it challenging to

identify their strengths and weaknesses in speaking. Limited or infrequent opportunities for students to showcase their speaking abilities.

6) Technological Challenges

Hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking practice. Lack of familiarity or proficiency in using technology tools or software for speaking practice.

7) Limited Exposure to Authentic Spoken Language

The researcher did not see the problem in this phase during the teaching learning process. There are no indicators connected to the problem that is shown in the teaching process.

b. Interview Result of strategy to overcome problem in Learning Speaking

In answering the strategy used by the students to overcome problem in teaching speaking based on the implementation of Merdeka Curriculum, the researcher used the same table (table 4.1) because when the researcher ask students about the problem, the researcher also ask the students about strategy to overcome the problem. During interview, there are several strategy used by the students in anticipating problem in learning speaking based on the implementation of Merdeka Curriculum in MAN Rejang Lebong. The explanation can be confirmed below;

1. Seek Speaking Opportunities

From the interview done by the researcher, it can be conclude that some students actively engages in class discussions, asks questions, and offers

opinions or contributions during speaking activities or group work in teaching learning process in class. That is how the students overcome the problem that occurred in learning speaking. Some students also following English club to add more activities in speaking but not all students following the club.

2. Engage in Self-Study

Some student establishes specific goals for improving their speaking skills and creates a plan for achieving those goals through self-study. The researcher saw students set their own goal in studying individually.

3. Utilize Technology

The student actively engages with language learning applications or mobile apps that offer speaking exercises, interactive dialogues, or pronunciation practice. The students overcome the problem through their mobile phone.

4. Develop Vocabulary and Grammar

The student did not actively seeks opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building exercises, flashcards, or online resources to expand their vocabulary. It means that the students skipped this strategy.

5. Practice Pronunciation

The researcher found in interview section that the student actively participates in pronunciation exercises, such as tongue twisters, minimal pair activities, or pronunciation drills, to improve their articulation and phonetic accuracy as the solution in anticipating problem in learning speaking based on Merdeka Curriculum.

6. Seek Feedback and Guidance

From the interview to the students, the researcher did not see that the students seek feedback and guidance as a solution to the problem in learning speaking based on Merdeka Curriculum.

7. Embrace Mistakes

In the field of research, the researcher cannot find that the student is willing to take risks and step out of their comfort zone when speaking, even if it means making mistakes.

8. Immerse in Authentic Language Contexts

The student actively did not seeks opportunities to interact with native speakers of the target language, engaging in conversations, language exchange programs, or cultural events because they still have lack opportunities in using media.

9. Set Speaking Goals

The student can clearly articulate their desired outcomes and specific areas of improvement for their speaking skills. The researcher saw that the students did not use this strategy as a means to overcome problem in speaking based on Merdeka Curriculum implementation in speaking class.

10. Practice Active Listening

The student actively concentrates and maintains attention during listening activities, minimizing distractions and actively engaging with the audio or speaker. Many students used this strategy based on the observation

conducted by the researcher in observation 1, 2 and 3. They listen song, watch video and etc.

2. Students' Problem in learning Speaking in Merdeka Curriculum at the Speaking Class of MAN Rejang Lebong

a. Observation Result

To investigate the students 'problem in speaking based on the implementation of Merdeka Curriculum in teaching speaking process in class, the researcher conducted observation checklist as the instrument to take the data. The observation was conducted 3 times; 10th October – 20th November, 2023 at MAN Rejang Lebong. The researcher confirmed the observation during Teaching Speaking in class. There are 7 statements were observed by the researcher during the observation. The researcher was assisted by co. observer who is the Students who conducted PPL in MAN Rejang Lebong. The result of co. Observer in line with the result done by the researcher. The result can be seen in the table below:

Table 4.1
The Observation Result of The Students' Problem in Learning Speaking in Merdeka Curriculum at the Speaking Class of MAN Rejang

No	Problems	Indicators	Observation 1		Observation 2		Observation 3	
			Y	N	Y	N	Y	N
1	Limited Speaking Opportunities	4. Students may struggle to improve their oral communication skills.	√		√		√	
		5. Limited time allocated for speaking practice during class sessions.	√		√		√	

		6. Lack of structured speaking tasks or assignments that require students to express their thoughts, opinions, or ideas orally.	√		√		√	
2	Insufficient Vocabulary and Grammar Knowledge	3. Limited range of vocabulary used by students, resulting in repetitive or simplistic language usage. 4. Struggles in comprehending or producing longer and more complex texts due to limited language resources.	√		√		√	
			√		√		√	
3	Pronunciation and Intonation Difficulties	3. Inconsistent or inaccurate pronunciation of individual sounds or phonemes in the target language. 4. Mispronunciation of commonly used words or phrases, affecting overall comprehension and communication.	√		√		√	
			√		√		√	
			√		√		√	
4	Limited Speaking Confidence	3. Some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities 4. Reluctance to actively participate in	√		√		√	
			√		√		√	

		speaking tasks or discussions.						
5	Lack of Speaking Assessment and Feedback	3. students may find it challenging to identify their strengths and weaknesses in speaking 4. Limited or infrequent opportunities for students to showcase their speaking abilities.	√		√		√	
			√		√		√	
6	Technological Challenges	3. Hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking practice. 4. Lack of familiarity or proficiency in using technology tools or software for speaking practice.	√		√		√	
			√		√		√	
7	Limited Exposure to Authentic Spoken Language	3. students' ability to understand and produce natural, contextually appropriate speech is low 4. Limited access to authentic audio or video materials that reflect natural speech patterns and real-life communication situations.		√		√		√
				√		√		√

Note: Y: Yes
N: No

From the table above, it can be seen that the problem faced by the students in learning speaking based on Merdeka Curriculum implementation has several valuable results connected to the research questions. The result tends to be consistence from meeting 1 to meeting 3 during the observation in teaching learning process. The researcher confirmed the data in the term of per-meeting from the observation checklist. The explanation can be confirmed as follows;

In this this observation period, the researcher found there are several problems faced by the students in learning speaking based on Merdeka Curriculum implementation during teaching learning process in class:

1) Limited Speaking Opportunities

The researcher confirmed that the students struggle to improve their oral communication skills in learning process because of time allocation. It also gives big impact to students to speak English practice during class sessions. Lack of structured speaking tasks or assignments that require students to express their thoughts, opinions, or ideas orally was also becoming a problem for students to speak.

2) Insufficient Vocabulary and Grammar Knowledge

During the observation, the researcher found that limited range of vocabulary used by students can cause resulting in repetitive or simplistic language usage. This can give big impact to students as a learner to learn speaking. The indicator of this problem also appeared in students who are struggles in comprehending or producing longer and more complex texts due to limited language resources.

3) Pronunciation and Intonation Difficulties

Another problem found by the teacher was Limited range of vocabulary used by students. It can trigger students to do repetitive or simplistic language usage. The students also struggle in comprehending or producing longer and more complex texts due to limited language resources in teaching process.

4) Limited Speaking Confidence

In Merdeka Curriculum, students work in three steps; Pairs, Group and Individual work. These phases make some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities. Three phases before also make students' reluctance to actively participate in speaking tasks or discussions.

5) Lack of Speaking Assessment and Feedback

In Merdeka Curriculum, Assessment is crucial think in learning process. But somehow, the teacher cannot formulate the appropriate assessment to students to evaluate themselves when they learn in terms of individual work. As we know that, Merdeka Curriculum force students to learn more independently as they want. Here, students may find it challenging to identify their strengths and weaknesses in speaking. Limited or infrequent opportunities for students to showcase their speaking abilities.

6) Technological Challenges

Hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking practice. Lack of familiarity or proficiency in using technology tools or software for speaking practice.

7) Limited Exposure to Authentic Spoken Language

The researcher did not see the problem in this phase during the teaching learning process. There are no indicators connected to the problem that is shown in the teaching process.

3. Strategy to Overcome Problem in learning Speaking in Merdeka Curriculum at the Speaking Class of MAN Rejang Lebong

To investigate the Strategy to overcome problem in speaking based on the implementation of Merdeka Curriculum in teaching speaking process in class, the researcher conducted observation as the instrument to gain the data. The observation was conducted 3 times; 15th – 20th October, 2023 at MAN Rejang Lebong. The researcher confirmed the observation during Teaching Speaking in class. There are 7 statements were observed by the researcher during the observation. The researcher was assisted by co. observer who is the Students who conducted PPL in MAN Rejang Lebong. The result of co. Observer in line with the result done by the researcher. The result can be seen in the table below:

Table 4.3
Strategy to overcome problem in learning Speaking based on Merdeka Curriculum Implementation in Speaking Class at MAN Rejang Lebong

No	Strategies	Indicators	Observation 1		Observation 1		Observation 1	
			Y	N	Y	N	Y	N
1	Seek Speaking Opportunities	1. The student actively engages in class discussions, asks questions, and offers opinions or contributions during speaking activities or group work 2. Joining Language Clubs or Conversation	√		√		√	

		Groups		√	√		√	
2	Engage in Self-Study	1. The student establishes specific goals for improving their speaking skills and creates a plan for achieving those goals through self-study.		√	√		√	
3	Utilize Technology	1. The student actively engages with language learning applications or mobile apps that offer speaking exercises, interactive dialogues, or pronunciation practice.	√		√		√	
4	Develop Vocabulary and Grammar	1. The student actively seeks opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building exercises, flashcards, or online resources to expand their vocabulary.		√		√		√
5	Practice Pronunciation	1. The student actively participates in pronunciation exercises, such as tongue twisters, minimal pair activities, or pronunciation drills, to improve their articulation and phonetic	√		√		√	

		accuracy.						
6	Seek Feedback and Guidance	1. The student actively seeks feedback from teachers, language tutors, or peers on their speaking performance to identify areas for improvement and receive constructive suggestions.		√		√		√
7	Embrace Mistakes	1. The student is willing to take risks and step out of their comfort zone when speaking, even if it means making mistakes.		√		√		√
8	Set Speaking Goals	1. The student can clearly articulate their desired outcomes and specific areas of improvement for their speaking skills.		√		√		√
9	Immerse in Authentic Language Contexts	1. The student actively seeks opportunities to interact with native speakers of the target language, engaging in conversations, language exchange programs, or cultural events.		√		√		√
10	Practice Active Listening	1. The student actively concentrates and maintains attention during listening activities, minimizing	√		√		√	

		distractions and actively engaging with the audio or speaker.						
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From the table above, it can be seen that the Strategy to overcome students problem in learning speaking based on Merdeka Curriculum in speaking class at MAN Rejang Lebong. The result tends to be consistence from meeting 1 to meeting 3 during the observation in teaching learning process. The researcher confirmed the data in the term of per-meeting from the observation checklist. The explanation can be confirmed as follows;

1. Seek Speaking Opportunities

From the observation done by the researcher, it can be conclude that some students actively engages in class discussions, asks questions, and offers opinions or contributions during speaking activities or group work in teaching learning process in class. That is how the students overcome the problem that occurred in learning speaking. Some students also following English club to add more activities in speaking but not all students following the club.

2. Engage in Self-Study

Some student establishes specific goals for improving their speaking skills and creates a plan for achieving those goals through self-study. In observation 1, researcher did not see this strategy used by students to overcome the problem but in observation 2 and 3, the researcher saw students set their own goal in studying individually.

3. Utilize Technology

The student actively engages with language learning applications or mobile apps that offer speaking exercises, interactive dialogues, or pronunciation practice. The students overcome the problem through their mobile phone.

4. Develop Vocabulary and Grammar

The student did not actively seek opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building exercises, flashcards, or online resources to expand their vocabulary. It means that the students skipped this strategy.

5. Practice Pronunciation

The researcher found in observation 1, 2 and 3 that the student actively participates in pronunciation exercises, such as tongue twisters, minimal pair activities, or pronunciation drills, to improve their articulation and phonetic accuracy as the solution in anticipating problem in learning speaking based on Merdeka Curriculum.

6. Seek Feedback and Guidance

From the observation, the researcher did not see that the students seek feedback and guidance as a solution to the problem in learning speaking based on Merdeka Curriculum.

7. Embrace Mistakes

In the field of research, the researcher cannot find that the student is willing to take risks and step out of their comfort zone when speaking, even if it means making mistakes.

8. Immerse in Authentic Language Contexts

The student actively did not seek opportunities to interact with native speakers of the target language, engaging in conversations, language exchange programs, or cultural events because they still have lack opportunities in using media.

9. Set Speaking Goals

The student can clearly articulate their desired outcomes and specific areas of improvement for their speaking skills. The researcher saw that the students did not use this strategy as a means to overcome problem in speaking based on Merdeka Curriculum implementation in speaking class.

10. Practice Active Listening

The student actively concentrates and maintains attention during listening activities, minimizing distractions and actively engaging with the audio or speaker. Many students used this strategy based on the observation conducted by the researcher in observation 1, 2 and 3. They listen song, watch video and etc.

B. DISCUSSION

In this section the researcher discusses about “Students Problem in Learning Speaking Skills in Merdeka Curriculum Implementation at Tenth Grade of MAN rejang Lebong”. Here, some points that the researcher gained from the interview and observation;

1. Students Problem in Learning Speaking Skills in Merdeka Curriculum Implementation at Tenth Grade of MAN Rejang Lebong.

Based on the interview and observation conducted by the researcher, it can be shown that there are several problem faced by the students in learning speaking based on Merdeka Curriculum implementation in speaking class. The problems are:

a. Limited Speaking Opportunities

The researcher confirmed that the students struggle to improve their oral communication skills in learning process because of time allocation. It also

gives big impact to students to speak English practice during class sessions. Lack of structured speaking tasks or assignments that require students to express their thoughts, opinions, or ideas orally was also becoming a problem for students to speak. According to Kuncoro H in his journal talking about speaking in Merdeka Curriculum, stated that the problem that the student-centered approach of the Merdeka Curriculum may result in limited opportunities for students to engage in meaningful speaking activities. Without sufficient speaking practice, students may struggle to improve their oral communication skills. It was confirmed by the teacher during the research.

b. Insufficient Vocabulary and Grammar Knowledge

The researcher found that limited range of vocabulary used by students can cause resulting in repetitive or simplistic language usage. This can give big impact to students as a learner to learn speaking. The indicator of this problem also appeared in students who are struggles in comprehending or producing longer and more complex texts due to limited language resources. In line with Hana Handayani in her Research who stated that some students in the Merdeka Curriculum may face challenges in acquiring an adequate range of vocabulary and understanding grammar rules. This can impede their ability to express themselves accurately and fluently in spoken language

c. Pronunciation and Intonation Difficulties

Another problem found by the teacher was Limited range of vocabulary used by students. It can trigger students to do repetitive or simplistic language usage. The students also struggle in comprehending or producing longer and more complex texts due to limited language resources in teaching process.

According to Brown, Achieving correct pronunciation and intonation is crucial for effective communication. ²⁹However, students may encounter difficulties in acquiring the sounds and intonation patterns of the target language. Without proper guidance and practice, they may struggle to pronounce words accurately and convey meaning effectively. It was confirmed also during the research.

d. Limited Speaking Confidence

In Merdeka Curriculum, students work in three steps; Pairs, Group and Individual work. These phases make some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities. Three phases before also make students' reluctance to actively participate in speaking tasks or discussions. Furthermore, Jana Tan confirmed that in the Merdeka Curriculum may inadvertently lead to a lack of speaking confidence among students. Some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities. Overcoming this lack of confidence is essential for the development of speaking skills.

e. Lack of Speaking Assessment and Feedback

In Merdeka Curriculum, Assessment is crucial think in learning process. But somehow, the teacher cannot formulate the appropriate assessment to students to evaluate themselves when they learn in terms of individual work. As we know that, Merdeka Curriculum force students to learn more independently as they want. Here, students may find it challenging to identify their strengths and weaknesses in speaking. Limited or infrequent

²⁹ Brown, H.D. (1994). *Teaching by principles: An interactive to language pedagogy*. San francisco: Addison Wesley longman.

opportunities for students to showcase their speaking abilities. This finding was the same with Nero H theory who stated that the Merdeka Curriculum may not provide adequate feedback and evaluation specifically focused on speaking skills. Without targeted assessment and constructive feedback, students may find it challenging to identify their strengths and weaknesses in speaking. This can hinder their progress in improving their oral communication abilities

f. Technological Challenges

Hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking practice. Lack of familiarity or proficiency in using technology tools or software for speaking practice. This problem also confirmed by Recall Theory who stated that The integration of technology in the Merdeka Curriculum can present both opportunities and challenges for students in speaking learning. Technical issues or limited access to technology resources may hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking practice

From the data above, it was clear that there 6 problems occurred during interview and confirmed by the observation. According to Brown there at least 11 problems problem in learning speaking based on curriculum changes. Here, the researcher found there are 6 problem occurred during learning process.³⁰

2. Strategy to Solve Problem in Learning Speaking Skills in Merdeka Curriculum Implementation at Tenth Grade of MAN Rejang Lebong.

³⁰ Brown, H. Douglas. 2001. Teaching by Principles. An Interactive Approach to Language Pedagogy. Englewood Cliffs: Prentice Hall.

Based on the findings before, it was confirmed that there are several strategy used by the students to solve problem in learning speaking skills in Merdeka Curriculum implementation at Tenth grade of MAN Rejang Lebong. There are interview section then after that confirmed the result of interview with observation during the research. The strategies are;

a. Seek Speaking Opportunities

From the findings explained by the researcher, it can be conclude that some students actively engages in class discussions, asks questions, and offers opinions or contributions during speaking activities or group work in teaching learning process in class. That is how the students overcome the problem that occurred in learning speaking. Some students also following English club to add more activities in speaking but not all students following the club. In line with Nunan who stated that provide ample opportunities for students to engage in meaningful speaking activities. This can include pair work, group discussions, presentations, role-plays, debates, and simulations. Encourage active participation and create a supportive and inclusive learning environment where students feel comfortable expressing themselves orally

b. Engage in Self-Study

Some student establishes specific goals for improving their speaking skills and creates a plan for achieving those goals through self-study. The researcher saw students set their own goal in studying individually. In line with Maryama in her research who stated that take the initiative to engage in self-study activities to improve speaking skills. This can involve practicing speaking aloud, recording and reviewing oneself, and seeking resources such as online language tutorials or speaking exercises

c. Utilize Technology

The student actively engages with language learning applications or mobile apps that offer speaking exercises, interactive dialogues, or pronunciation practice. The students overcome the problem through their mobile phone. This is also confirmed by Nunan in chapter 2 who stated that Make use of technology resources, such as language learning apps, online speaking platforms, or virtual language exchange programs, to enhance speaking skills and gain exposure to authentic spoken language

d. Develop Vocabulary and Grammar

The student did not actively seek opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building exercises, flashcards, or online resources to expand their vocabulary. It means that the students skipped this strategy. Brown H stated that work on improving vocabulary and grammar knowledge to enhance speaking fluency and accuracy. This can involve engaging in vocabulary-building exercises, practicing sentence construction, and seeking feedback from teachers or peers.

e. Practice Pronunciation

The researcher found in observation 1, 2 and 3 that the student actively participates in pronunciation exercises, such as tongue twisters, minimal pair activities, or pronunciation drills, to improve their articulation and phonetic accuracy as the solution in anticipating a problem in learning speaking based on Merdeka Curriculum. The same way with Hexa in her journal who stated that Focus on improving pronunciation skills by practicing sounds, intonation, and stress patterns. This can involve using pronunciation apps, listening to native

speakers, or working with language learning resources specifically targeting pronunciation.

f. Practice Active Listening

The student actively concentrates and maintains attention during listening activities, minimizing distractions and actively engaging with the audio or speaker. They listen song, watch video and etc. Develop strong listening skills to better understand spoken language and improve speaking responses. Active listening can aid in acquiring vocabulary, understanding pronunciation, and developing conversational strategies according to Nunan.³¹

There are 8 strategies can be used to overcome problem faced by Speaking Learner proposed by Nunan, D. The researcher connect the theory to the implementation of Merdeka Curriculum by guided book from Ministry of Education. In the research field, there are only 6 strategies used by the students to solve the problem in learning speaking based on Merdeka Curriculum implementation.

³¹ Nunan, David. Guralnik.1995. Language Teaching Methodology a Textbook for Teachers, NY: Phoenix Ltd.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapter, the researcher has confirmed and interpreted the data. In this section, the researcher show the conclusions, which answer the research questions. Additionally, it provide suggestions for those further researcher who want to pursue further research in this area.

A. Conclusion

1. Students' Problem in Learning Speaking Skills in Merdeka Curriculum Implementation at Tenth Grade of MAN Rejang Lebong.

Based on data analysis in Chapter IV, it can be concluded that there are 6 problems faced by students that is occurred in learning speaking skills based on Merdeka Curriculum implementation at tenth grade of MAN Rejang Lebong; Limited Speaking opportunities, Pronunciation and Intonation Difficulties, Limited Speaking Confidence, Lack of Speaking Assessment and Feedback, Technological Challenges.

2. Strategies to Solve Problem in Learning Speaking Skills in Merdeka Curriculum Implementation at Tenth Grade of MAN Rejang Lebong.

Based on data analysis in Chapter IV, it can be concluded that there are 6 strategies used by the students in learning speaking skills based on Merdeka Curriculum implementation at tenth grade of MAN Rejang Lebong: Seek Speaking Opportunities, Engage in Self-Study, Utilize Technology, Develop Vocabulary and Grammar, Practice Pronunciation, Practice Active Listening.

B. Suggestion

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

1. To the school

Teaching Speaking based on Merdeka Curriculum Implementation is very important nowadays, school has obligation to fulfill the requirement needed by this curriculum.

2. The Teachers

To the teacher who teach speaking based the implementation of Merdeka Curriculum, it is better to know the problem faced by the students as the impact of this new curriculum to ensure the learning process running appropriately.

3. The students

Students have to understand that there are some challenging side in learning speaking based on the implementation of new curriculum, they must be ready with all the changes.

4. The others researcher.

There are still many side that undone by the researcher so hope that the next researcher can dig more information from the implementation of Merdeka curriculum in teaching speaking.

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LIST OF APPENDIX

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Nomor : 457 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING I 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-141/FT.5 /PP.00.9/06/2023
2. Berita Acara Seminar Proposal Pada Hari Rabu, 21 Juni 2023

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. Dr. Sakut Anshori, M.Hum 19811020 200604 1 002
2. Meli Fauziah, M.Pd 19940523 202012 2 003

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

N A M A : Rania Atiyah Nabilla

N I M : 19551049

JUDUL SKRIPSI : An Analysis of Students' Problem on Learning Speaking in Merdeka Curriculum Implementation at MAN 1 Rejang Lebong

- 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 berlaku ;

Ditetapkan di Curup,
Pada tanggal 20 Juli 2023

Dekan,

Hamengkubuwono

Tembusan :

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 637 /In.34/FT/PP.00.9/07/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

21 Juli 2023

Kepada Yth. Kepala Kantor Kementerian Agama
Kab. Rejang Lebong

Assalamualaikum Wr, Wb

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

Nama : Rania Atiyah Nabilla
NIM : 19551049
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : An Analysis of Students problem on Learning Speaking in Merdeka Curriculum
Implementation at MAN 1 Rejang Lebong
Waktu Penelitian : 21 Juli s.d 21 Oktober 2023
Lokasi Penelitian : MAN Rejang Lebong


Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I



Tembusan : disampalkan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



KARTU KONSULTASI PEMBIMBING SKRIPSI


NAMA : Rania Atiqah Nabilla
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 FAKULTAS/PRODI : Tarbiyah / TBI

PEMBIMBING I : Dr. Sahul Anwar, M. Hum
 PEMBIMBING II : Meli Fauziah, M. Pd
 JUDUL SKRIPSI : An Analysis of Student's Problem on Learning Speaking in Madrasah Curriculum Implementation At MAN I.P.L.

* Kartu konsultasi ini harus penuh setiap konsultasi dengan pembimbing I atau pembimbing II.

* Disarankan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing II minimal 5 (lima) kali dituliskan dengan kelain yang di sertakan.

* Agar ada waktu revisi serta perbaikan skripsi sebelum diajukan di kampus agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI


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Kami berpedoman bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

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NO	TANGGAL	Materi yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	10/2023	Revisi Instrument Penelitian	[Signature]	[Signature]
2	20/2023	Revisi BAB II bagian Teori Pengumpulan data	[Signature]	[Signature]
3	1/2024	Revisi footnote di bagian Daftar Isi	[Signature]	[Signature]
4	15/2023	Tambahan Referensi minimal 20	[Signature]	[Signature]
5	8/2023	Revisi Related Theory di bagian	[Signature]	[Signature]
6	21/2023	Revisi BAB IV finding & discussion	[Signature]	[Signature]
7	7/2023	Revisi BAB 5	[Signature]	[Signature]
8	29/12 2023	Acc Thesis Exam	[Signature]	[Signature]



NO	TANGGAL	Materi yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	15/2023	Revisi Instrument Penelitian	[Signature]	[Signature]
2	12/2023	Revisi Penulisan di Bab II	[Signature]	[Signature]
3	28/2023	Revisi Footnote related footnote di bagian Daftar Isi	[Signature]	[Signature]
4	19/2023	Tambahan Referensi minimal 20	[Signature]	[Signature]
5	21/11 2023	Revisi Related Theory bagian di bagian	[Signature]	[Signature]
6	7/12 2023	Tambah Related Theory di bagian	[Signature]	[Signature]
7	29/12 23	Langkah Approaches	[Signature]	[Signature]
8	29/12 23	Acc Thesis Exam	[Signature]	[Signature]

Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
1	Limited Speaking Opportunities	The student-centered approach of the Merdeka Curriculum may result in limited opportunities for students to engage in meaningful speaking activities	<ol style="list-style-type: none"> 1. Students may struggle to improve their oral communication skills. 2. Limited time allocated for speaking practice during class sessions. 3. Lack of structured speaking tasks or assignments that require students to express their thoughts, opinions, or ideas orally. 		
2	Insufficient Vocabulary and Grammar Knowledge	Developing speaking skills requires a solid foundation of vocabulary and grammar. Some students in the Merdeka Curriculum may face challenges in acquiring an adequate range of vocabulary and understanding grammar rules	<ol style="list-style-type: none"> 1. Limited range of vocabulary used by students, resulting in repetitive or simplistic language usage. 2. Struggles in comprehending or producing longer and more complex texts due to limited language resources. 		
3	Pronunciation and Intonation Difficulties	Achieving correct pronunciation and intonation is crucial for effective communication. However, students may encounter difficulties in	<ol style="list-style-type: none"> 1. Inconsistent or inaccurate pronunciation of individual sounds or phonemes in the target language. 2. Mispronunciation of commonly used words or phrases, affecting 		

		acquiring the sounds and intonation patterns of the target language	overall comprehension and communication.		
4	Limited Speaking Confidence	The emphasis on critical thinking and problem-solving in the Merdeka Curriculum may inadvertently lead to a lack of speaking confidence among students	<ol style="list-style-type: none"> 1. Some students may feel hesitant or self-conscious when speaking in front of their peers or participating in oral activities 2. Reluctance to actively participate in speaking tasks or discussions. 		
5	Lack of Speaking Assessment and Feedback	The holistic assessment approach of the Merdeka Curriculum may not provide adequate feedback and evaluation specifically focused on speaking skills	<ol style="list-style-type: none"> 1. students may find it challenging to identify their strengths and weaknesses in speaking 2. Limited or infrequent opportunities for students to showcase their speaking abilities. 		
6	Technological Challenges	The integration of technology in the Merdeka Curriculum can present both opportunities and challenges for students in speaking learning	<ol style="list-style-type: none"> 1. Hinder students' engagement in online speaking activities or language-learning platforms that utilize technology for speaking 		

			<p>practice.</p> <p>2. Lack of familiarity or proficiency in using technology tools or software for speaking practice.</p>		
7	Limited Exposure to Authentic Spoken Language	Authentic exposure to the target language is crucial for developing speaking skills. However, students in the Merdeka Curriculum may have limited access to authentic spoken language, particularly if their exposure is primarily through classroom interactions or limited resources	<p>1. students' ability to understand and produce natural, contextually appropriate speech is low</p> <p>2. Limited access to authentic audio or video materials that reflect natural speech patterns and real-life communication situations.</p>		

Blueprint of Strategy to overcome problem in Speaking based on Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Seek Speaking Opportunities	Actively seek out opportunities to practice speaking, both within and outside the classroom	1. The student actively engages in class discussions, asks questions, and offers opinions or contributions		

			during speaking activities or group work 2. Joining Language Clubs or Conversation Groups		
2	Engage in Self-Study	Take the initiative to engage in self-study activities to improve speaking skills	1. The student establishes specific goals for improving their speaking skills and creates a plan for achieving those goals through self-study.		
3	Utilize Technology	Make use of technology resources, such as language learning apps, online speaking platforms, or virtual language exchange programs, to enhance speaking skills and gain exposure to authentic spoken language.	1. The student actively engages with language learning applications or mobile apps that offer speaking exercises, interactive dialogues, or pronunciation practice.		
4	Develop Vocabulary and Grammar	Work on improving vocabulary and grammar knowledge to enhance speaking fluency and accuracy	1. The student actively seeks opportunities to learn new words, phrases, and expressions related to the target language. This can include using vocabulary-building		

			exercises, flashcards, or online resources to expand their vocabulary.		
5	Practice Pronunciation	Focus on improving pronunciation skills by practicing sounds, intonation, and stress patterns	2. The student actively participates in pronunciation exercises, such as tongue twisters, minimal pair activities, or pronunciation drills, to improve their articulation and phonetic accuracy.		
6	Seek Feedback and Guidance	Actively seek feedback and guidance from teachers, peers, or language tutors to identify areas for improvement and receive suggestions for enhancing speaking skills	1. The student actively seeks feedback from teachers, language tutors, or peers on their speaking performance to identify areas for improvement and receive constructive suggestions.		
7	Embrace Mistakes	Adopt a growth mindset and view mistakes as opportunities for learning and improvement	1. The student is willing to take risks and step out of their comfort zone when speaking, even if it means making mistakes.		
8	Set Speaking Goals	Set specific and achievable goals for speaking improvement.	1. The student can clearly articulate their desired outcomes and specific areas of improvement for their speaking skills.		
9	Immerse in Authentic Language Contexts	Seek opportunities to immerse oneself in authentic	1. The student actively seeks opportunities to interact with native speakers		

		language contexts, such as watching movies, listening to podcasts, or engaging in conversations with native speakers	of the target language, engaging in conversations, language exchange programs, or cultural events.		
10	Practice Active Listening	Develop strong listening skills to better understand spoken language and improve speaking responses	1. The student actively concentrates and maintains attention during listening activities, minimizing distractions and actively engaging with the audio or speaker.		

Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Limited Speaking Opportunities	The student-centered approach of the Merdeka Curriculum may result in limited opportunities for students to engage in meaningful speaking activities	<ol style="list-style-type: none"> 1. Can you mention some of the common difficulties students face when it comes to limited speaking opportunities within the Merdeka Curriculum? 2. How do students generally respond to the limited speaking opportunities provided? 3. Are there any observable patterns or trends? 4. Are there any specific strategies to address the problems faced by students due to limited speaking opportunities?
2	Insufficient Vocabulary and Grammar Knowledge	Developing speaking skills requires a solid foundation of vocabulary and grammar. Some students in the Merdeka Curriculum may face challenges in acquiring an adequate range of vocabulary and understanding grammar rules.	<ol style="list-style-type: none"> 1. Can you discuss some of the common difficulties students face in developing their vocabulary and grammar knowledge in the Merdeka Curriculum? 2. What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 3. What strategies are currently used to address the problem of insufficient vocabulary and grammar knowledge among students?
3	Pronunciation and Intonation Difficulties	Achieving correct pronunciation and intonation is crucial for effective communication.	<ol style="list-style-type: none"> 1. Can you discuss some of the common difficulties students face in developing their pronunciation and intonation skills within the Merdeka Curriculum? 2. What strategies are currently

		However, students may encounter difficulties in acquiring the sounds and intonation patterns of the target language	used to address the problem of pronunciation and intonation difficulties among students?
4	Limited Speaking Confidence	The emphasis on critical thinking and problem-solving in the Merdeka Curriculum may inadvertently lead to a lack of speaking confidence among students	<ol style="list-style-type: none"> 2. Can you discuss some of the common difficulties students face in developing their speaking confidence within the Merdeka Curriculum? 3. What techniques are currently used to address the problem of limited speaking confidence among students?
5	Lack of Speaking Assessment and Feedback	The holistic assessment approach of the Merdeka Curriculum may not provide adequate feedback and evaluation specifically focused on speaking skills	<ol style="list-style-type: none"> 1. Can you discuss some of the difficulties students face due to the lack of speaking assessment and feedback within the Merdeka Curriculum? 2. What are some specific concerns raised by students regarding the absence of speaking assessment and feedback? 3. What are some specific concerns raised by students regarding the absence of speaking assessment and feedback?
6	Technological Challenges	The integration of technology in the Merdeka Curriculum can present both opportunities and challenges for students in speaking learning	<ol style="list-style-type: none"> 1. Can you discuss some of the common technological challenges students face within the Merdeka Curriculum? 2. What are some specific obstacles students encounter when using technology for speaking practice? 3. What strategies are currently in place to address the problem of technological challenges faced by students?
7	Limited Exposure to	Authentic exposure to the	<ol style="list-style-type: none"> 1. Can you discuss some of the difficulties students face in

	Authentic Spoken Language	target language is crucial for developing speaking skills. However, students in the Merdeka Curriculum may have limited access to authentic spoken language, particularly if their exposure is primarily through classroom interactions or limited resources	developing their speaking skills within the Merdeka Curriculum? 2. What are some specific areas or aspects of spoken language that students tend to struggle with the most? 3. What strategies are currently used to address the problem of limited exposure to authentic spoken language among students?
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Validator,



Sarwo Edy, M.Pd

Nama : Selvi Sari
Kelas : x3

Table 3.1
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
1	Peluang Berbicara	Pendekatan berpusat pada	1. Siswa mungkin mengalami kesulitan	√	

	Terbatas	siswa dalam Kurikulum Merdeka mungkin mengakibatkan kesempatan terbatas bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna.	dalam meningkatkan kemampuan komunikasi lisan mereka. 2. Waktu yang terbatas dialokasikan untuk latihan berbicara selama sesi kelas. 3. Kurangnya tugas berbicara yang terstruktur atau tugas yang mengharuskan siswa untuk mengungkapkan pemikiran, pendapat, atau ide mereka secara lisan.	√	√
2	Kurangnya Kosakata dan Pengetahuan Tata Bahasa	Mengembangkan kemampuan berbicara memerlukan pondasi yang kuat dari kosakata dan pengetahuan tata bahasa. Beberapa siswa dalam Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosakata yang memadai dan memahami aturan tata bahasa.	1. Keterbatasan variasi kosakata yang digunakan oleh siswa, mengakibatkan penggunaan bahasa yang berulang atau sederhana. 2. Kesulitan dalam memahami atau menghasilkan teks yang lebih panjang dan kompleks karena sumber daya bahasa yang terbatas.	√	√
3	Kesulitan dalam Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi-bunyi dan pola intonasi dari	1. Pengucapan individu suara atau fonem dalam bahasa target yang tidak konsisten atau tidak akurat. 2. Kesalahan dalam pengucapan kata-kata atau frasa yang umum digunakan,	√	√

		bahasa yang dipelajari.	mempengaruhi pemahaman dan komunikasi secara keseluruhan.		
4	Kurangnya Rasa Percaya Diri dalam Berbicara	Penekanan pada pemikiran kritis dan pemecahan masalah dalam Kurikulum Merdeka dapat secara tidak disengaja menyebabkan kurangnya rasa percaya diri dalam berbicara di antara siswa	1. Beberapa siswa mungkin merasa ragu atau malu ketika berbicara di depan teman-teman sekelas atau berpartisipasi dalam kegiatan lisan. 2. Rasa enggan untuk aktif berpartisipasi dalam tugas berbicara atau diskusi.	√	√
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik dalam Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus difokuskan pada kemampuan berbicara	1. Siswa mungkin menghadapi kesulitan untuk mengidentifikasi kelebihan dan kelemahan mereka dalam berbicara. 2. Kesempatan terbatas atau jarang bagi siswa untuk menunjukkan kemampuan berbicara mereka.	√	√
6	Tantangan Teknologis	Integrasi teknologi dalam Kurikulum Merdeka dapat menyajikan peluang dan tantangan bagi siswa dalam pembelajaran berbicara.	1. Menghambat keterlibatan siswa dalam kegiatan berbicara online atau platform pembelajaran bahasa yang memanfaatkan teknologi untuk latihan berbicara. 2. Kurangnya familiaritas atau kecakapan dalam menggunakan	√	√

			alat atau perangkat lunak teknologi untuk latihan berbicara.		
7	Keterbatasan Paparan Bahasa Lisan Otentik.	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan kemampuan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan otentik, terutama jika paparannya terutama melalui interaksi dalam kelas atau sumber daya terbatas.	1. Kemampuan siswa untuk memahami dan menghasilkan ucapan alami yang sesuai dengan konteks rendah. 2. Akses terbatas ke materi audio atau video otentik yang mencerminkan pola bicara alami dan situasi komunikasi kehidupan nyata.	√	√

Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Mencari Kesempatan Berbicara	Secara aktif mencari kesempatan untuk berlatih berbicara, baik di dalam maupun di luar kelas	1. Siswa secara aktif terlibat dalam diskusi kelas, mengajukan pertanyaan, dan memberikan pendapat atau kontribusi selama kegiatan berbicara atau kerja kelompok. 2. Bergabung dengan Klub Bahasa atau Kelompok Pembicaraan.	√	√
2	Terlibat dalam Belajar Mandiri	Ambil inisiatif untuk terlibat dalam kegiatan belajar mandiri untuk	1. Siswa menetapkan tujuan khusus untuk meningkatkan		√

		meningkatkan kemampuan berbicara.	kemampuan berbicara mereka dan membuat rencana untuk mencapai tujuan tersebut melalui belajar mandiri.		
3	Memfaatkan Teknologi	Gunakan sumber daya teknologi, seperti aplikasi pembelajaran bahasa, platform berbicara online, atau program pertukaran bahasa virtual, untuk meningkatkan kemampuan berbicara dan mendapatkan paparan bahasa lisan otentik.	1. Siswa secara aktif terlibat dengan aplikasi pembelajaran bahasa atau aplikasi seluler yang menawarkan latihan berbicara, dialog interaktif, atau latihan pengucapan.		√
4	Mengembangkan Kosa Kata dan Tata Bahasa	Usahakan untuk meningkatkan pengetahuan kosa kata dan tata bahasa untuk meningkatkan kelancaran dan akurasi berbicara	1. Siswa secara aktif mencari kesempatan untuk belajar kata-kata baru, frasa, dan ungkapan yang terkait dengan bahasa target. Ini dapat mencakup menggunakan latihan memperluas kosa kata, kartu belajar (flashcards), atau sumber daya online untuk mengembangkan kosa kata mereka.		√
5	Latihan Pengucapan	Fokus untuk meningkatkan kemampuan pengucapan dengan berlatih	1. Siswa secara aktif berpartisipasi dalam latihan pengucapan,		√

		bunyi-bunyi, intonasi, dan pola penekanan	seperti teka-teki lidah, kegiatan pasangan minimal, atau latihan pengucapan lainnya, untuk meningkatkan artikulasi dan akurasi fonetik mereka.		
6	Mencari Umpan Balik dan Bimbingan	Secara aktif cari umpan balik dan bimbingan dari guru, teman sekelas, atau tutor bahasa untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran untuk meningkatkan kemampuan berbicara.	1. Siswa secara aktif mencari umpan balik dari guru, tutor bahasa, atau teman sekelas tentang penampilan berbicara mereka untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran yang membangun.		√
7	Menerima Kesalahan	Memiliki pola pikir pertumbuhan dan melihat kesalahan sebagai peluang untuk belajar dan berkembang.	1. Siswa bersedia mengambil risiko dan keluar dari zona nyaman mereka saat berbicara, meskipun itu berarti membuat kesalahan.		√
8	Menetapkan Tujuan Berbicara.	Tetapkan tujuan yang spesifik dan dapat dicapai untuk meningkatkan kemampuan berbicara	1. Siswa dapat dengan jelas menyatakan hasil yang diinginkan dan area spesifik yang perlu ditingkatkan dalam kemampuan berbicara mereka.		√
9	Mengalami Konteks Bahasa Otentik	Cari kesempatan untuk merendahkan diri dalam	1. Siswa secara aktif mencari kesempatan untuk		√

		konteks bahasa otentik, seperti menonton film, mendengarkan podcast, atau berbincang-bincang dengan penutur asli	berinteraksi dengan penutur asli dari bahasa target, berbincang-bincang, mengikuti program pertukaran bahasa, atau acara budaya.		
10	Latihan Mendengarkan Aktif	Kembangkan kemampuan mendengarkan yang kuat untuk lebih memahami bahasa lisan dan meningkatkan kemampuan berbicara	1. Siswa secara aktif fokus dan mempertahankan perhatian selama kegiatan mendengarkan, mengurangi gangguan, dan secara aktif terlibat dengan materi audio atau pembicara.		√

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Terbatasnya Peluang Berbicara	Pendekatan berpusat pada siswa dari Kurikulum Merdeka dapat mengakibatkan terbatasnya peluang bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna. Berikut adalah jawaban untuk pertanyaan Anda:	<ol style="list-style-type: none"> 1. Beberapa kesulitan umum yang dihadapi siswa ketika menghadapi terbatasnya peluang berbicara dalam Kurikulum Merdeka antara lain: 2. Siswa umumnya merespons terbatasnya peluang berbicara dengan beberapa cara? 3. Beberapa pola atau tren yang dapat diamati sebagai akibat dari terbatasnya peluang berbicara dalam Kurikulum Merdeka adalah: 4. Apakah ada strategi khusus untuk mengatasi masalah yang dihadapi siswa karena keterbatasan kesempatan berbicara?
2	Pengetahuan Kosakata dan	Mengembangkan keterampilan	1. Dapatkah Anda mendiskusikan beberapa kesulitan umum yang

	Tata Bahasa yang Tidak Memadai	berbicara memerlukan dasar kosa kata dan tata bahasa yang kuat Beberapa siswa di Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa	dihadapi siswa dalam mengembangkan pengetahuan kosa kata dan tata bahasa mereka di Kurikulum Merdeka? What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kekurangan kosakata dan pengetahuan tata bahasa di kalangan siswa?
3	Kesulitan Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi dan pola intonasi dari bahasa sasaran	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan keterampilan pengucapan dan intonasi mereka dalam Kurikulum Merdeka? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kesulitan pengucapan dan intonasi di kalangan siswa?
4	Keyakinan Berbicara Terbatas	Penekanan pada berpikir kritis dan pemecahan masalah dalam Kurikulum Merdeka secara tidak sengaja dapat menyebabkan kurangnya kepercayaan diri berbicara di kalangan siswa	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan kepercayaan diri berbicara mereka dalam Kurikulum Merdeka? 2. Teknik apa yang saat ini digunakan untuk mengatasi masalah kepercayaan diri berbicara yang terbatas di kalangan siswa?
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik Kurikulum Merdeka mungkin tidak	1. Bisakah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa karena kurangnya penilaian berbicara dan umpan balik

		memberikan umpan balik dan evaluasi yang memadai yang secara khusus berfokus pada keterampilan berbicara	dalam Kurikulum Merdeka? 2. Apa saja kekhawatiran khusus yang diajukan oleh siswa tentang tidak adanya penilaian dan umpan balik berbicara?
6	Tantangan Teknologi	Integrasi teknologi dalam Kurikulum Merdeka dapat menghadirkan peluang sekaligus tantangan bagi siswa dalam pembelajaran berbicara	1. Bisakah Anda mendiskusikan beberapa tantangan teknologi yang umum dihadapi siswa dalam Kurikulum Merdeka? 2. Apa saja kendala khusus yang dihadapi siswa saat menggunakan teknologi untuk latihan berbicara? 3. Strategi apa yang saat ini diterapkan untuk mengatasi masalah tantangan teknologi yang dihadapi siswa?
7	Paparan Terbatas untuk Bahasa Lisan Otentik	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan keterampilan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan asli, terutama jika paparan mereka terutama melalui interaksi kelas atau sumber daya yang terbatas.	1. Dapatkah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa dalam mengembangkan keterampilan berbicara dalam Kurikulum Merdeka? 2. Apa saja bidang atau aspek tertentu dari bahasa lisan yang cenderung paling sulit dipahami siswa? 3. Strategi apa yang saat ini digunakan untuk mengatasi masalah terbatasnya paparan bahasa lisan otentik di kalangan siswa?

Nama : Kelvin

Kelas : x4

Table 3.1
**Blueprint of Students' problem in Speaking based on the
implementation of Merdeka Curriculum**

No	Problems	Description	Indicators	Yes	No
1	Peluang Berbicara Terbatas	Pendekatan berpusat pada siswa dalam Kurikulum Merdeka mungkin mengakibatkan kesempatan terbatas bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna.	1. Siswa mungkin mengalami kesulitan dalam meningkatkan kemampuan komunikasi lisan mereka. 2. Waktu yang terbatas dialokasikan untuk latihan berbicara selama sesi kelas. 3. Kurangnya tugas berbicara yang terstruktur atau tugas yang mengharuskan siswa untuk mengungkapkan pemikiran, pendapat, atau ide mereka secara lisan.	√	√
2	Kurangnya Kosakata dan Pengetahuan Tata Bahasa	Mengembangkan kemampuan berbicara memerlukan pondasi yang kuat dari kosakata dan pengetahuan tata bahasa. Beberapa siswa dalam Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosakata yang memadai dan memahami aturan tata	1. Keterbatasan variasi kosakata yang digunakan oleh siswa, mengakibatkan penggunaan bahasa yang berulang atau sederhana. 2. Kesulitan dalam memahami atau menghasilkan teks yang lebih panjang dan kompleks karena sumber daya bahasa yang terbatas.	√	√

		bahasa.			
3	Kesulitan dalam Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi-bunyi dan pola intonasi dari bahasa yang dipelajari.	1. Pengucapan individu suara atau fonem dalam bahasa target yang tidak konsisten atau tidak akurat. 2. Kesalahan dalam pengucapan kata-kata atau frasa yang umum digunakan, mempengaruhi pemahaman dan komunikasi secara keseluruhan.	√	√
4	Kurangnya Rasa Percaya Diri dalam Berbicara	Penekanan pada pemikiran kritis dan pemecahan masalah dalam Kurikulum Merdeka dapat secara tidak disengaja menyebabkan kurangnya rasa percaya diri dalam berbicara di antara siswa	1. Beberapa siswa mungkin merasa ragu atau malu ketika berbicara di depan teman-teman sekelas atau berpartisipasi dalam kegiatan lisan. 2. Rasa enggan untuk aktif berpartisipasi dalam tugas berbicara atau diskusi.	√	√
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik dalam Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus difokuskan pada kemampuan berbicara	1. Siswa mungkin menghadapi kesulitan untuk mengidentifikasi kelebihan dan kelemahan mereka dalam berbicara. 2. Kesempatan terbatas atau jarang bagi siswa untuk menunjukkan	√	√

			kemampuan berbicara mereka.		
6	Tantangan Teknologis	Integrasi teknologi dalam Kurikulum Merdeka dapat menyajikan peluang dan tantangan bagi siswa dalam pembelajaran berbicara.	1. Menghambat keterlibatan siswa dalam kegiatan berbicara online atau platform pembelajaran bahasa yang memanfaatkan teknologi untuk latihan berbicara. 2. Kurangnya familiaritas atau kecakapan dalam menggunakan alat atau perangkat lunak teknologi untuk latihan berbicara.	√	√
7	Keterbatasan Paparan Bahasa Lisan Otentik.	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan kemampuan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan otentik, terutama jika paparannya terutama melalui interaksi dalam kelas atau sumber daya terbatas.	1. Kemampuan siswa untuk memahami dan menghasilkan ucapan alami yang sesuai dengan konteks rendah. 2. Akses terbatas ke materi audio atau video otentik yang mencerminkan pola bicara alami dan situasi komunikasi kehidupan nyata.	√	√

Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Mencari Kesempatan Berbicara	Secara aktif mencari kesempatan untuk berlatih berbicara, baik di dalam maupun di luar kelas	1. Siswa secara aktif terlibat dalam diskusi kelas, mengajukan pertanyaan, dan memberikan pendapat atau kontribusi selama kegiatan berbicara atau kerja kelompok. 2. Bergabung dengan Klub Bahasa atau Kelompok Pembicaraan.	√	√
2	Terlibat dalam Belajar Mandiri	Ambil inisiatif untuk terlibat dalam kegiatan belajar mandiri untuk meningkatkan kemampuan berbicara.	1. Siswa menetapkan tujuan khusus untuk meningkatkan kemampuan berbicara mereka dan membuat rencana untuk mencapai tujuan tersebut melalui belajar mandiri.		√
3	Memfaatkan Teknologi	Gunakan sumber daya teknologi, seperti aplikasi pembelajaran bahasa, platform berbicara online, atau program pertukaran bahasa virtual, untuk meningkatkan kemampuan berbicara dan mendapatkan paparan bahasa lisan otentik.	1. Siswa secara aktif terlibat dengan aplikasi pembelajaran bahasa atau aplikasi seluler yang menawarkan latihan berbicara, dialog interaktif, atau latihan pengucapan.		√
4	Mengembangkan Kosa Kata dan Tata Bahasa	Usahakan untuk meningkatkan pengetahuan	1. Siswa secara aktif mencari kesempatan		√

		kosa kata dan tata bahasa untuk meningkatkan kelancaran dan akurasi berbicara	untuk belajar kata-kata baru, frasa, dan ungkapan yang terkait dengan bahasa target. Ini dapat mencakup menggunakan latihan memperluas kosa kata, kartu belajar (flashcards), atau sumber daya online untuk mengembangkan kosa kata mereka.		
5	Latihan Pengucapan	Fokus untuk meningkatkan kemampuan pengucapan dengan berlatih bunyi-bunyi, intonasi, dan pola penekanan	1. Siswa secara aktif berpartisipasi dalam latihan pengucapan, seperti teka-teki lidah, kegiatan pasangan minimal, atau latihan pengucapan lainnya, untuk meningkatkan artikulasi dan akurasi fonetik mereka.	√	
6	Mencari Umpan Balik dan Bimbingan	Secara aktif cari umpan balik dan bimbingan dari guru, teman sekelas, atau tutor bahasa untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran untuk meningkatkan kemampuan berbicara.	1. Siswa secara aktif mencari umpan balik dari guru, tutor bahasa, atau teman sekelas tentang penampilan berbicara mereka untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran yang membangun.	√	

7	Menerima Kesalahan	Memiliki pola pikir pertumbuhan dan melihat kesalahan sebagai peluang untuk belajar dan berkembang.	1. Siswa bersedia mengambil risiko dan keluar dari zona nyaman mereka saat berbicara, meskipun itu berarti membuat kesalahan.	√	
8	Menetapkan Tujuan Berbicara.	Tetapkan tujuan yang spesifik dan dapat dicapai untuk meningkatkan kemampuan berbicara	1. Siswa dapat dengan jelas menyatakan hasil yang diinginkan dan area spesifik yang perlu ditingkatkan dalam kemampuan berbicara mereka.		√
9	Mengalami Konteks Bahasa Otentik	Cari kesempatan untuk merendahkan diri dalam konteks bahasa otentik, seperti menonton film, mendengarkan podcast, atau berbincang-bincang dengan penutur asli	1. Siswa secara aktif mencari kesempatan untuk berinteraksi dengan penutur asli dari bahasa target, berbincang-bincang, mengikuti program pertukaran bahasa, atau acara budaya.		√
10	Latihan Mendengarkan Aktif	Kembangkan kemampuan mendengarkan yang kuat untuk lebih memahami bahasa lisan dan meningkatkan kemampuan berbicara	1. Siswa secara aktif fokus dan mempertahankan perhatian selama kegiatan mendengarkan, mengurangi gangguan, dan secara aktif terlibat dengan materi audio atau pembicara.		√

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Terbatasnya Peluang Berbicara	Pendekatan berpusat pada siswa dari Kurikulum Merdeka dapat mengakibatkan terbatasnya peluang bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna. Berikut adalah jawaban untuk pertanyaan Anda:	<p>1. Beberapa kesulitan umum yang dihadapi siswa ketika menghadapi terbatasnya peluang berbicara dalam Kurikulum Merdeka antara lain:</p> <p>2. Siswa umumnya merespons terbatasnya peluang berbicara dengan beberapa cara?</p> <p>3. Beberapa pola atau tren yang dapat diamati sebagai akibat dari terbatasnya peluang berbicara dalam Kurikulum Merdeka adalah:</p> <p>4. Apakah ada strategi khusus untuk mengatasi masalah yang dihadapi siswa karena keterbatasan kesempatan berbicara?</p>
2	Pengetahuan Kosakata dan Tata Bahasa yang Tidak Memadai	Mengembangkan keterampilan berbicara memerlukan dasar kosa kata dan tata bahasa yang kuat Beberapa siswa di Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa	<p>1. Dapatkah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan pengetahuan kosa kata dan tata bahasa mereka di Kurikulum Merdeka? What are some specific areas of vocabulary and grammar that students tend to struggle with the most?</p> <p>2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kekurangan kosakata dan pengetahuan tata bahasa di kalangan siswa?</p>
3	Kesulitan Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam	<p>1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan keterampilan pengucapan dan intonasi mereka dalam Kurikulum Merdeka?</p> <p>2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kesulitan pengucapan</p>

		memperoleh bunyi dan pola intonasi dari bahasa sasaran	dan intonasi di kalangan siswa?
4	Keyakinan Berbicara Terbatas	Penekanan pada berpikir kritis dan pemecahan masalah dalam Kurikulum Merdeka secara tidak sengaja dapat menyebabkan kurangnya kepercayaan diri berbicara di kalangan siswa	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan kepercayaan diri berbicara mereka dalam Kurikulum Merdeka? 2. Teknik apa yang saat ini digunakan untuk mengatasi masalah kepercayaan diri berbicara yang terbatas di kalangan siswa?
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus berfokus pada keterampilan berbicara	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa karena kurangnya penilaian berbicara dan umpan balik dalam Kurikulum Merdeka? 2. Apa saja kekhawatiran khusus yang diajukan oleh siswa tentang tidak adanya penilaian dan umpan balik berbicara?
6	Tantangan Teknologi	Integrasi teknologi dalam Kurikulum Merdeka dapat menghadirkan peluang sekaligus tantangan bagi siswa dalam pembelajaran berbicara	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa tantangan teknologi yang umum dihadapi siswa dalam Kurikulum Merdeka? 2. Apa saja kendala khusus yang dihadapi siswa saat menggunakan teknologi untuk latihan berbicara? 3. Strategi apa yang saat ini diterapkan untuk mengatasi masalah tantangan teknologi yang dihadapi siswa?
7	Paparan Terbatas untuk Bahasa Lisan Otentik	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan	<ol style="list-style-type: none"> 1. Dapatkah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa dalam mengembangkan keterampilan berbicara dalam

		<p>keterampilan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan asli, terutama jika paparan mereka terutama melalui interaksi kelas atau sumber daya yang terbatas.</p>	<p>Kurikulum Merdeka?</p> <p>2. Apa saja bidang atau aspek tertentu dari bahasa lisan yang cenderung paling sulit dipahami siswa?</p> <p>3. Strategi apa yang saat ini digunakan untuk mengatasi masalah terbatasnya paparan bahasa lisan otentik di kalangan siswa?</p>
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Nama : Safna Try Hasana
Kelas : x5

Table 3.1
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
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1	Peluang Berbicara Terbatas	Pendekatan berpusat pada siswa dalam Kurikulum Merdeka mungkin mengakibatkan kesempatan terbatas bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna.	<p>1. Siswa mungkin mengalami kesulitan dalam meningkatkan kemampuan komunikasi lisan mereka.</p> <p>2. Waktu yang terbatas dialokasikan untuk latihan berbicara selama sesi kelas.</p> <p>3. Kurangnya tugas berbicara yang terstruktur atau tugas yang mengharuskan siswa untuk mengungkapkan pemikiran, pendapat, atau ide mereka secara lisan.</p>	√	
2	Kurangnya Kosakata dan Pengetahuan Tata Bahasa	Mengembangkan kemampuan berbicara memerlukan pondasi yang kuat dari kosakata dan pengetahuan tata bahasa. Beberapa siswa dalam Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosakata yang memadai dan memahami aturan tata bahasa.	<p>1. Keterbatasan variasi kosakata yang digunakan oleh siswa, mengakibatkan penggunaan bahasa yang berulang atau sederhana.</p> <p>2. Kesulitan dalam memahami atau menghasilkan teks yang lebih panjang dan kompleks karena sumber daya bahasa yang terbatas.</p>	√	
3	Kesulitan dalam Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin	<p>1. Pengucapan individu suara atau fonem dalam bahasa target yang tidak konsisten atau tidak akurat.</p> <p>2. Kesalahan</p>	√	

		mengalami kesulitan dalam memperoleh bunyi-bunyi dan pola intonasi dari bahasa yang dipelajari.	dalam pengucapan kata-kata atau frasa yang umum digunakan, mempengaruhi pemahaman dan komunikasi secara keseluruhan.	√	
4	Kurangnya Rasa Percaya Diri dalam Berbicara	Penekanan pada pemikiran kritis dan pemecahan masalah dalam Kurikulum Merdeka dapat secara tidak disengaja menyebabkan kurangnya rasa percaya diri dalam berbicara di antara siswa	1. Beberapa siswa mungkin merasa ragu atau malu ketika berbicara di depan teman-teman sekelas atau berpartisipasi dalam kegiatan lisan. 2. Rasa enggan untuk aktif berpartisipasi dalam tugas berbicara atau diskusi.	√ √	
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik dalam Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus difokuskan pada kemampuan berbicara	1. Siswa mungkin menghadapi kesulitan untuk mengidentifikasi kelebihan dan kelemahan mereka dalam berbicara. 2. Kesempatan terbatas atau jarang bagi siswa untuk menunjukkan kemampuan berbicara mereka.	√ √	
6	Tantangan Teknologis	Integrasi teknologi dalam Kurikulum Merdeka dapat menyajikan peluang dan	1. Menghambat keterlibatan siswa dalam kegiatan berbicara online atau platform	√	

		tantangan bagi siswa dalam pembelajaran berbicara.	pembelajaran bahasa yang memanfaatkan teknologi untuk latihan berbicara. 2. Kurangnya familiaritas atau kecakapan dalam menggunakan alat atau perangkat lunak teknologi untuk latihan berbicara.	√	
7	Keterbatasan Paparan Bahasa Lisan Otentik.	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan kemampuan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan otentik, terutama jika paparannya terutama melalui interaksi dalam kelas atau sumber daya terbatas.	1. Kemampuan siswa untuk memahami dan menghasilkan ucapan alami yang sesuai dengan konteks rendah. 2. Akses terbatas ke materi audio atau video otentik yang mencerminkan pola bicara alami dan situasi komunikasi kehidupan nyata.	√ √	

Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Mencari Kesempatan Berbicara	Secara aktif mencari kesempatan untuk berlatih berbicara, baik di dalam maupun di luar	1. Siswa secara aktif terlibat dalam diskusi kelas, mengajukan pertanyaan,	√	

		kelas	dan memberikan pendapat atau kontribusi selama kegiatan berbicara atau kerja kelompok. 2. Bergabung dengan Klub Bahasa atau Kelompok Pembicaraan.	√
2	Terlibat dalam Belajar Mandiri	Ambil inisiatif untuk terlibat dalam kegiatan belajar mandiri untuk meningkatkan kemampuan berbicara.	1. Siswa menetapkan tujuan khusus untuk meningkatkan kemampuan berbicara mereka dan membuat rencana untuk mencapai tujuan tersebut melalui belajar mandiri.	√
3	Memfaatkan Teknologi	Gunakan sumber daya teknologi, seperti aplikasi pembelajaran bahasa, platform berbicara online, atau program pertukaran bahasa virtual, untuk meningkatkan kemampuan berbicara dan mendapatkan paparan bahasa lisan otentik.	1. Siswa secara aktif terlibat dengan aplikasi pembelajaran bahasa atau aplikasi seluler yang menawarkan latihan berbicara, dialog interaktif, atau latihan pengucapan.	√
4	Mengembangkan Kosa Kata dan Tata Bahasa	Usahakan untuk meningkatkan pengetahuan kosa kata dan tata bahasa untuk meningkatkan kelancaran dan	1. Siswa secara aktif mencari kesempatan untuk belajar kata-kata baru, frasa, dan ungkapan yang terkait dengan bahasa target. Ini dapat mencakup	√

		akurasi berbicara	menggunakan latihan memperluas kosa kata, kartu belajar (flashcards), atau sumber daya online untuk mengembangkan kosa kata mereka.		
5	Latihan Pengucapan	Fokus untuk meningkatkan kemampuan pengucapan dengan berlatih bunyi-bunyi, intonasi, dan pola penekanan	1. Siswa secara aktif berpartisipasi dalam latihan pengucapan, seperti teka-teki lidah, kegiatan pasangan minimal, atau latihan pengucapan lainnya, untuk meningkatkan artikulasi dan akurasi fonetik mereka.		√
6	Mencari Umpan Balik dan Bimbingan	Secara aktif cari umpan balik dan bimbingan dari guru, teman sekelas, atau tutor bahasa untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran untuk meningkatkan kemampuan berbicara.	1. Siswa secara aktif mencari umpan balik dari guru, tutor bahasa, atau teman sekelas tentang penampilan berbicara mereka untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran yang membangun.		√
7	Menerima Kesalahan	Memiliki pola pikir pertumbuhan dan melihat kesalahan sebagai peluang untuk belajar dan berkembang.	1. Siswa bersedia mengambil risiko dan keluar dari zona nyaman mereka saat berbicara, meskipun itu berarti membuat kesalahan.		√
8	Menetapkan Tujuan Berbicara.	Tetapkan tujuan yang spesifik dan dapat dicapai untuk meningkatkan kemampuan berbicara	1. Siswa dapat dengan jelas menyatakan hasil yang diinginkan dan area spesifik yang perlu ditingkatkan dalam kemampuan		√

			berbicara mereka.		
9	Mengalami Konteks Bahasa Otentik	Cari kesempatan untuk merendahkan diri dalam konteks bahasa otentik, seperti menonton film, mendengarkan podcast, atau berbincang-bincang dengan penutur asli	1. Siswa secara aktif mencari kesempatan untuk berinteraksi dengan penutur asli dari bahasa target, berbincang-bincang, mengikuti program pertukaran bahasa, atau acara budaya.		√
10	Latihan Mendengarkan Aktif	Kembangkan kemampuan mendengarkan yang kuat untuk lebih memahami bahasa lisan dan meningkatkan kemampuan berbicara	1. Siswa secara aktif fokus dan mempertahankan perhatian selama kegiatan mendengarkan, mengurangi gangguan, dan secara aktif terlibat dengan materi audio atau pembicara.	√	

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Terbatasnya Peluang Berbicara	Pendekatan berpusat pada siswa dari Kurikulum Merdeka dapat mengakibatkan terbatasnya peluang bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna. Berikut adalah jawaban untuk pertanyaan Anda:	<ol style="list-style-type: none"> 1. Beberapa kesulitan umum yang dihadapi siswa ketika menghadapi terbatasnya peluang berbicara dalam Kurikulum Merdeka antara lain: 2. Siswa umumnya merespons terbatasnya peluang berbicara dengan beberapa cara? 3. Beberapa pola atau tren yang dapat diamati sebagai akibat dari terbatasnya peluang berbicara dalam Kurikulum Merdeka adalah: 4. Apakah ada strategi khusus untuk mengatasi masalah yang dihadapi siswa karena

			keterbatasan kesempatan berbicara?
2	Pengetahuan Kosakata dan Tata Bahasa yang Tidak Memadai	Mengembangkan keterampilan berbicara memerlukan dasar kosa kata dan tata bahasa yang kuat Beberapa siswa di Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa	<ol style="list-style-type: none"> 1. Dapatkah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan pengetahuan kosa kata dan tata bahasa mereka di Kurikulum Merdeka? What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kekurangan kosakata dan pengetahuan tata bahasa di kalangan siswa?
3	Kesulitan Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi dan pola intonasi dari bahasa sasaran	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan keterampilan pengucapan dan intonasi mereka dalam Kurikulum Merdeka? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kesulitan pengucapan dan intonasi di kalangan siswa?
4	Keyakinan Berbicara Terbatas	Penekanan pada berpikir kritis dan pemecahan masalah dalam Kurikulum Merdeka secara tidak sengaja dapat menyebabkan kurangnya kepercayaan diri berbicara di kalangan siswa	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan kepercayaan diri berbicara mereka dalam Kurikulum Merdeka? 2. Teknik apa yang saat ini digunakan untuk mengatasi masalah kepercayaan diri berbicara yang terbatas di kalangan siswa?
5	Kurangnya Penilaian	Pendekatan penilaian holistik	1. Bisakah Anda mendiskusikan beberapa

	Berbicara dan Umpan Balik	Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus berfokus pada keterampilan berbicara	kesulitan yang dihadapi siswa karena kurangnya penilaian berbicara dan umpan balik dalam Kurikulum Merdeka? 2. Apa saja kekhawatiran khusus yang diajukan oleh siswa tentang tidak adanya penilaian dan umpan balik berbicara?
6	Tantangan Teknologi	Integrasi teknologi dalam Kurikulum Merdeka dapat menghadirkan peluang sekaligus tantangan bagi siswa dalam pembelajaran berbicara	1. Bisakah Anda mendiskusikan beberapa tantangan teknologi yang umum dihadapi siswa dalam Kurikulum Merdeka? 2. Apa saja kendala khusus yang dihadapi siswa saat menggunakan teknologi untuk latihan berbicara? 3. Strategi apa yang saat ini diterapkan untuk mengatasi masalah tantangan teknologi yang dihadapi siswa?
7	Paparan Terbatas untuk Bahasa Lisan Otentik	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan keterampilan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan asli, terutama jika paparan mereka terutama melalui interaksi kelas atau sumber daya yang terbatas.	1. Dapatkah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa dalam mengembangkan keterampilan berbicara dalam Kurikulum Merdeka? 2. Apa saja bidang atau aspek tertentu dari bahasa lisan yang cenderung paling sulit dipahami siswa? 3. Strategi apa yang saat ini digunakan untuk mengatasi masalah terbatasnya paparan bahasa lisan otentik di kalangan siswa?

Nama : Annisalsabila
 Kelas : x6

Table 3.1
Blueprint of Students' problem in Speaking based on the
implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
1	Peluang Berbicara Terbatas	Pendekatan berpusat pada siswa dalam Kurikulum Merdeka mungkin mengakibatkan kesempatan terbatas bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna.	1. Siswa mungkin mengalami kesulitan dalam meningkatkan kemampuan komunikasi lisan mereka. 2. Waktu yang terbatas dialokasikan untuk latihan berbicara selama sesi kelas. 3. Kurangnya tugas berbicara yang terstruktur atau tugas yang mengharuskan siswa untuk mengungkapkan pemikiran, pendapat, atau ide mereka secara lisan.	√ √ √	
2	Kurangnya Kosakata dan Pengetahuan Tata Bahasa	Mengembangkan kemampuan berbicara memerlukan pondasi yang kuat dari kosakata dan pengetahuan tata bahasa. Beberapa siswa dalam Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosakata yang memadai dan memahami aturan tata bahasa.	1. Keterbatasan variasi kosakata yang digunakan oleh siswa, mengakibatkan penggunaan bahasa yang berulang atau sederhana. 2. Kesulitan dalam memahami atau menghasilkan teks yang lebih panjang dan kompleks karena sumber daya bahasa yang terbatas.	√ √	
3	Kesulitan dalam	Mencapai pengucapan dan	1. Pengucapan individu suara	√	

	Pengucapan dan Intonasi	intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi-bunyi dan pola intonasi dari bahasa yang dipelajari.	atau fonem dalam bahasa target yang tidak konsisten atau tidak akurat. 2. Kesalahan dalam pengucapan kata-kata atau frasa yang umum digunakan, mempengaruhi pemahaman dan komunikasi secara keseluruhan.	√	
4	Kurangnya Rasa Percaya Diri dalam Berbicara	Penekanan pada pemikiran kritis dan pemecahan masalah dalam Kurikulum Merdeka dapat secara tidak disengaja menyebabkan kurangnya rasa percaya diri dalam berbicara di antara siswa	1. Beberapa siswa mungkin merasa ragu atau malu ketika berbicara di depan teman-teman sekelas atau berpartisipasi dalam kegiatan lisan. 2. Rasa enggan untuk aktif berpartisipasi dalam tugas berbicara atau diskusi.	√ √	
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik dalam Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus difokuskan pada kemampuan berbicara	1. Siswa mungkin menghadapi kesulitan untuk mengidentifikasi kelebihan dan kelemahan mereka dalam berbicara. 2. Kesempatan terbatas atau jarang bagi siswa untuk menunjukkan kemampuan berbicara mereka.	√ √	

6	Tantangan Teknologis	Integrasi teknologi dalam Kurikulum Merdeka dapat menyajikan peluang dan tantangan bagi siswa dalam pembelajaran berbicara.	1. Menghambat keterlibatan siswa dalam kegiatan berbicara online atau platform pembelajaran bahasa yang memanfaatkan teknologi untuk latihan berbicara. 2. Kurangnya familiaritas atau kecakapan dalam menggunakan alat atau perangkat lunak teknologi untuk latihan berbicara.	√	√
7	Keterbatasan Paparan Bahasa Lisan Otentik.	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan kemampuan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan otentik, terutama jika paparannya terutama melalui interaksi dalam kelas atau sumber daya terbatas.	1. Kemampuan siswa untuk memahami dan menghasilkan ucapan alami yang sesuai dengan konteks rendah. 2. Akses terbatas ke materi audio atau video otentik yang mencerminkan pola bicara alami dan situasi komunikasi kehidupan nyata.	√	√

Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Mencari Kesempatan Berbicara	Secara aktif mencari kesempatan untuk berlatih	1. Siswa secara aktif terlibat dalam	√	

		berbicara, baik di dalam maupun di luar kelas	diskusi kelas, mengajukan pertanyaan, dan memberikan pendapat atau kontribusi selama kegiatan berbicara atau kerja kelompok. 2. Bergabung dengan Klub Bahasa atau Kelompok Pembicaraan.		√
2	Terlibat dalam Belajar Mandiri	Ambil inisiatif untuk terlibat dalam kegiatan belajar mandiri untuk meningkatkan kemampuan berbicara.	1. Siswa menetapkan tujuan khusus untuk meningkatkan kemampuan berbicara mereka dan membuat rencana untuk mencapai tujuan tersebut melalui belajar mandiri.		√
3	Memfaatkan Teknologi	Gunakan sumber daya teknologi, seperti aplikasi pembelajaran bahasa, platform berbicara online, atau program pertukaran bahasa virtual, untuk meningkatkan kemampuan berbicara dan mendapatkan paparan bahasa lisan otentik.	1. Siswa secara aktif terlibat dengan aplikasi pembelajaran bahasa atau aplikasi seluler yang menawarkan latihan berbicara, dialog interaktif, atau latihan pengucapan.		√
4	Mengembangkan Kosa Kata dan Tata Bahasa	Usahakan untuk meningkatkan pengetahuan kosa kata dan tata bahasa	1. Siswa secara aktif mencari kesempatan untuk belajar kata-kata baru, frasa, dan ungkapan yang		√

		untuk meningkatkan kelancaran dan akurasi berbicara	terkait dengan bahasa target. Ini dapat mencakup menggunakan latihan memperluas kosa kata, kartu belajar (flashcards), atau sumber daya online untuk mengembangkan kosa kata mereka.		
5	Latihan Pengucapan	Fokus untuk meningkatkan kemampuan pengucapan dengan berlatih bunyi-bunyi, intonasi, dan pola penekanan	1. Siswa secara aktif berpartisipasi dalam latihan pengucapan, seperti teka-teki lidah, kegiatan pasangan minimal, atau latihan pengucapan lainnya, untuk meningkatkan artikulasi dan akurasi fonetik mereka.		√
6	Mencari Umpan Balik dan Bimbingan	Secara aktif cari umpan balik dan bimbingan dari guru, teman sekelas, atau tutor bahasa untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran untuk meningkatkan kemampuan berbicara.	1. Siswa secara aktif mencari umpan balik dari guru, tutor bahasa, atau teman sekelas tentang penampilan berbicara mereka untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran yang membangun.		√
7	Menerima Kesalahan	Memiliki pola pikir pertumbuhan dan melihat kesalahan sebagai peluang untuk belajar dan berkembang.	1. Siswa bersedia mengambil risiko dan keluar dari zona nyaman mereka saat berbicara, meskipun itu berarti membuat kesalahan.		√
8	Menetapkan Tujuan Berbicara.	Tetapkan tujuan yang spesifik dan dapat dicapai untuk	1. Siswa dapat dengan jelas menyatakan hasil yang diinginkan dan		√

		meningkatkan kemampuan berbicara	area spesifik yang perlu ditingkatkan dalam kemampuan berbicara mereka.		
9	Mengalami Konteks Bahasa Otentik	Cari kesempatan untuk merendahkan diri dalam konteks bahasa otentik, seperti menonton film, mendengarkan podcast, atau berbincang-bincang dengan penutur asli	1. Siswa secara aktif mencari kesempatan untuk berinteraksi dengan penutur asli dari bahasa target, berbincang-bincang, mengikuti program pertukaran bahasa, atau acara budaya.		√
10	Latihan Mendengarkan Aktif	Kembangkan kemampuan mendengarkan yang kuat untuk lebih memahami bahasa lisan dan meningkatkan kemampuan berbicara	1. Siswa secara aktif fokus dan mempertahankan perhatian selama kegiatan mendengarkan, mengurangi gangguan, dan secara aktif terlibat dengan materi audio atau pembicara.	√	

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Terbatasnya Peluang Berbicara	Pendekatan berpusat pada siswa dari Kurikulum Merdeka dapat mengakibatkan terbatasnya peluang bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna. Berikut adalah jawaban untuk pertanyaan Anda:	<ol style="list-style-type: none"> 1. Beberapa kesulitan umum yang dihadapi siswa ketika menghadapi terbatasnya peluang berbicara dalam Kurikulum Merdeka antara lain: 2. Siswa umumnya merespons terbatasnya peluang berbicara dengan beberapa cara? 3. Beberapa pola atau tren yang dapat diamati sebagai akibat dari terbatasnya peluang berbicara dalam Kurikulum Merdeka adalah: 4. Apakah ada strategi khusus untuk mengatasi masalah yang dihadapi siswa karena

			keterbatasan kesempatan berbicara?
2	Pengetahuan Kosakata dan Tata Bahasa yang Tidak Memadai	Mengembangkan keterampilan berbicara memerlukan dasar kosa kata dan tata bahasa yang kuat Beberapa siswa di Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa	<ol style="list-style-type: none"> 1. Dapatkah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan pengetahuan kosa kata dan tata bahasa mereka di Kurikulum Merdeka? What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kekurangan kosakata dan pengetahuan tata bahasa di kalangan siswa?
3	Kesulitan Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi dan pola intonasi dari bahasa sasaran	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan keterampilan pengucapan dan intonasi mereka dalam Kurikulum Merdeka? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kesulitan pengucapan dan intonasi di kalangan siswa?
4	Keyakinan Berbicara Terbatas	Penekanan pada berpikir kritis dan pemecahan masalah dalam Kurikulum Merdeka secara tidak sengaja dapat menyebabkan kurangnya kepercayaan diri berbicara di kalangan siswa	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan kepercayaan diri berbicara mereka dalam Kurikulum Merdeka? 2. Teknik apa yang saat ini digunakan untuk mengatasi masalah kepercayaan diri berbicara yang terbatas di kalangan siswa?
5	Kurangnya Penilaian	Pendekatan penilaian holistik	1. Bisakah Anda mendiskusikan beberapa

	Berbicara dan Umpan Balik	Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus berfokus pada keterampilan berbicara	kesulitan yang dihadapi siswa karena kurangnya penilaian berbicara dan umpan balik dalam Kurikulum Merdeka? 2. Apa saja kekhawatiran khusus yang diajukan oleh siswa tentang tidak adanya penilaian dan umpan balik berbicara?
6	Tantangan Teknologi	Integrasi teknologi dalam Kurikulum Merdeka dapat menghadirkan peluang sekaligus tantangan bagi siswa dalam pembelajaran berbicara	1. Bisakah Anda mendiskusikan beberapa tantangan teknologi yang umum dihadapi siswa dalam Kurikulum Merdeka? 2. Apa saja kendala khusus yang dihadapi siswa saat menggunakan teknologi untuk latihan berbicara? 3. Strategi apa yang saat ini diterapkan untuk mengatasi masalah tantangan teknologi yang dihadapi siswa?
7	Paparan Terbatas untuk Bahasa Lisan Otentik	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan keterampilan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan asli, terutama jika paparan mereka terutama melalui interaksi kelas atau sumber daya yang terbatas.	1. Dapatkah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa dalam mengembangkan keterampilan berbicara dalam Kurikulum Merdeka? 2. Apa saja bidang atau aspek tertentu dari bahasa lisan yang cenderung paling sulit dipahami siswa? 3. Strategi apa yang saat ini digunakan untuk mengatasi masalah terbatasnya paparan bahasa lisan otentik di kalangan siswa?

Nama : M. Ilham Habibullah
Kelas : x7

Table 3.1
Blueprint of Students' problem in Speaking based on the
implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
1	Peluang Berbicara	Pendekatan berpusat pada	1. Siswa mungkin mengalami kesulitan	√	

	Terbatas	siswa dalam Kurikulum Merdeka mungkin mengakibatkan kesempatan terbatas bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna.	dalam meningkatkan kemampuan komunikasi lisan mereka. 2. Waktu yang terbatas dialokasikan untuk latihan berbicara selama sesi kelas. 3. Kurangnya tugas berbicara yang terstruktur atau tugas yang mengharuskan siswa untuk mengungkapkan pemikiran, pendapat, atau ide mereka secara lisan.	√ √	
2	Kurangnya Kosakata dan Pengetahuan Tata Bahasa	Mengembangkan kemampuan berbicara memerlukan pondasi yang kuat dari kosakata dan pengetahuan tata bahasa. Beberapa siswa dalam Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosakata yang memadai dan memahami aturan tata bahasa.	1. Keterbatasan variasi kosakata yang digunakan oleh siswa, mengakibatkan penggunaan bahasa yang berulang atau sederhana. 2. Kesulitan dalam memahami atau menghasilkan teks yang lebih panjang dan kompleks karena sumber daya bahasa yang terbatas.	√ √	
3	Kesulitan dalam Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam	1. Pengucapan individu suara atau fonem dalam bahasa target yang tidak konsisten atau tidak akurat. 2. Kesalahan dalam pengucapan	√ √	

		memperoleh bunyi-bunyi dan pola intonasi dari bahasa yang dipelajari.	kata-kata atau frasa yang umum digunakan, mempengaruhi pemahaman dan komunikasi secara keseluruhan.		
4	Kurangnya Rasa Percaya Diri dalam Berbicara	Penekanan pada pemikiran kritis dan pemecahan masalah dalam Kurikulum Merdeka dapat secara tidak disengaja menyebabkan kurangnya rasa percaya diri dalam berbicara di antara siswa	1. Beberapa siswa mungkin merasa ragu atau malu ketika berbicara di depan teman-teman sekelas atau berpartisipasi dalam kegiatan lisan. 2. Rasa enggan untuk aktif berpartisipasi dalam tugas berbicara atau diskusi.	√	√
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik dalam Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus difokuskan pada kemampuan berbicara	1. Siswa mungkin menghadapi kesulitan untuk mengidentifikasi kelebihan dan kelemahan mereka dalam berbicara. 2. Kesempatan terbatas atau jarang bagi siswa untuk menunjukkan kemampuan berbicara mereka.	√	√
6	Tantangan Teknologis	Integrasi teknologi dalam Kurikulum Merdeka dapat menyajikan peluang dan tantangan bagi siswa dalam	1. Menghambat keterlibatan siswa dalam kegiatan berbicara online atau platform pembelajaran bahasa yang	√	

		pembelajaran berbicara.	memanfaatkan teknologi untuk latihan berbicara. 2. Kurangnya familiaritas atau kecakapan dalam menggunakan alat atau perangkat lunak teknologi untuk latihan berbicara.	√	
7	Keterbatasan Paparan Bahasa Lisan Otentik.	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan kemampuan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan otentik, terutama jika paparannya terutama melalui interaksi dalam kelas atau sumber daya terbatas.	1. Kemampuan siswa untuk memahami dan menghasilkan ucapan alami yang sesuai dengan konteks rendah. 2. Akses terbatas ke materi audio atau video otentik yang mencerminkan pola bicara alami dan situasi komunikasi kehidupan nyata.	√	√

Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Mencari Kesempatan Berbicara	Secara aktif mencari kesempatan untuk berlatih berbicara, baik di dalam maupun di luar kelas	1. Siswa secara aktif terlibat dalam diskusi kelas, mengajukan pertanyaan, dan memberikan	√	

			pendapat atau kontribusi selama kegiatan berbicara atau kerja kelompok. 2. Bergabung dengan Klub Bahasa atau Kelompok Pembicaraan.		√
2	Terlibat dalam Belajar Mandiri	Ambil inisiatif untuk terlibat dalam kegiatan belajar mandiri untuk meningkatkan kemampuan berbicara.	1. Siswa menetapkan tujuan khusus untuk meningkatkan kemampuan berbicara mereka dan membuat rencana untuk mencapai tujuan tersebut melalui belajar mandiri.		√
3	Memfaatkan Teknologi	Gunakan sumber daya teknologi, seperti aplikasi pembelajaran bahasa, platform berbicara online, atau program pertukaran bahasa virtual, untuk meningkatkan kemampuan berbicara dan mendapatkan paparan bahasa lisan otentik.	1. Siswa secara aktif terlibat dengan aplikasi pembelajaran bahasa atau aplikasi seluler yang menawarkan latihan berbicara, dialog interaktif, atau latihan pengucapan.		√
4	Mengembangkan Kosakata dan Tata Bahasa	Usahakan untuk meningkatkan pengetahuan kosakata dan tata bahasa untuk meningkatkan kelancaran dan akurasi berbicara	1. Siswa secara aktif mencari kesempatan untuk belajar kata-kata baru, frasa, dan ungkapan yang terkait dengan bahasa target. Ini dapat mencakup menggunakan latihan memperluas kosakata		√

			kata, kartu belajar (flashcards), atau sumber daya online untuk mengembangkan kosa kata mereka.		
5	Latihan Pengucapan	Fokus untuk meningkatkan kemampuan pengucapan dengan berlatih bunyi-bunyi, intonasi, dan pola penekanan	1. Siswa secara aktif berpartisipasi dalam latihan pengucapan, seperti teka-teki lidah, kegiatan pasangan minimal, atau latihan pengucapan lainnya, untuk meningkatkan artikulasi dan akurasi fonetik mereka.	√	
6	Mencari Umpan Balik dan Bimbingan	Secara aktif cari umpan balik dan bimbingan dari guru, teman sekelas, atau tutor bahasa untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran untuk meningkatkan kemampuan berbicara.	1. Siswa secara aktif mencari umpan balik dari guru, tutor bahasa, atau teman sekelas tentang penampilan berbicara mereka untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran yang membangun.	√	
7	Menerima Kesalahan	Memiliki pola pikir pertumbuhan dan melihat kesalahan sebagai peluang untuk belajar dan berkembang.	1. Siswa bersedia mengambil risiko dan keluar dari zona nyaman mereka saat berbicara, meskipun itu berarti membuat kesalahan.	√	
8	Menetapkan Tujuan Berbicara.	Tetapkan tujuan yang spesifik dan dapat dicapai untuk meningkatkan kemampuan berbicara	1. Siswa dapat dengan jelas menyatakan hasil yang diinginkan dan area spesifik yang perlu ditingkatkan dalam kemampuan berbicara mereka.		√
9	Mengalami	Cari kesempatan	1. Siswa secara aktif		√

	Konteks Bahasa Otentik	untuk merendahkan diri dalam konteks bahasa otentik, seperti menonton film, mendengarkan podcast, atau berbincang-bincang dengan penutur asli	mencari kesempatan untuk berinteraksi dengan penutur asli dari bahasa target, berbincang-bincang, mengikuti program pertukaran bahasa, atau acara budaya.		
10	Latihan Mendengarkan Aktif	Kembangkan kemampuan mendengarkan yang kuat untuk lebih memahami bahasa lisan dan meningkatkan kemampuan berbicara	1. Siswa secara aktif fokus dan mempertahankan perhatian selama kegiatan mendengarkan, mengurangi gangguan, dan secara aktif terlibat dengan materi audio atau pembicara.		√

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Terbatasnya Peluang Berbicara	Pendekatan berpusat pada siswa dari Kurikulum Merdeka dapat mengakibatkan terbatasnya peluang bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna. Berikut adalah jawaban untuk pertanyaan Anda:	<ol style="list-style-type: none"> 1. Beberapa kesulitan umum yang dihadapi siswa ketika menghadapi terbatasnya peluang berbicara dalam Kurikulum Merdeka antara lain: 2. Siswa umumnya merespons terbatasnya peluang berbicara dengan beberapa cara? 3. Beberapa pola atau tren yang dapat diamati sebagai akibat dari terbatasnya peluang berbicara dalam Kurikulum Merdeka adalah: 4. Apakah ada strategi khusus untuk mengatasi masalah yang dihadapi siswa karena keterbatasan kesempatan berbicara?
2	Pengetahuan Kosakata dan Tata Bahasa	Mengembangkan keterampilan berbicara	1. Dapatkah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam

	yang Tidak Memadai	memerlukan dasar kosa kata dan tata bahasa yang kuat Beberapa siswa di Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa	mengembangkan pengetahuan kosa kata dan tata bahasa mereka di Kurikulum Merdeka? What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kekurangan kosakata dan pengetahuan tata bahasa di kalangan siswa?
3	Kesulitan Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi dan pola intonasi dari bahasa sasaran	1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan keterampilan pengucapan dan intonasi mereka dalam Kurikulum Merdeka? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kesulitan pengucapan dan intonasi di kalangan siswa?
4	Keyakinan Berbicara Terbatas	Penekanan pada berpikir kritis dan pemecahan masalah dalam Kurikulum Merdeka secara tidak sengaja dapat menyebabkan kurangnya kepercayaan diri berbicara di kalangan siswa	1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan kepercayaan diri berbicara mereka dalam Kurikulum Merdeka? 2. Teknik apa yang saat ini digunakan untuk mengatasi masalah kepercayaan diri berbicara yang terbatas di kalangan siswa?
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik Kurikulum Merdeka mungkin tidak memberikan umpan balik dan	1. Bisakah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa karena kurangnya penilaian berbicara dan umpan balik dalam Kurikulum Merdeka?

		evaluasi yang memadai yang secara khusus berfokus pada keterampilan berbicara	2. Apa saja kekhawatiran khusus yang diajukan oleh siswa tentang tidak adanya penilaian dan umpan balik berbicara?
6	Tantangan Teknologi	Integrasi teknologi dalam Kurikulum Merdeka dapat menghadirkan peluang sekaligus tantangan bagi siswa dalam pembelajaran berbicara	<p>1. Bisakah Anda mendiskusikan beberapa tantangan teknologi yang umum dihadapi siswa dalam Kurikulum Merdeka?</p> <p>2. Apa saja kendala khusus yang dihadapi siswa saat menggunakan teknologi untuk latihan berbicara?</p> <p>3. Strategi apa yang saat ini diterapkan untuk mengatasi masalah tantangan teknologi yang dihadapi siswa?</p>
7	Paparan Terbatas untuk Bahasa Lisan Otentik	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan keterampilan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan asli, terutama jika paparan mereka terutama melalui interaksi kelas atau sumber daya yang terbatas.	<p>1. Dapatkah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa dalam mengembangkan keterampilan berbicara dalam Kurikulum Merdeka?</p> <p>2. Apa saja bidang atau aspek tertentu dari bahasa lisan yang cenderung paling sulit dipahami siswa?</p> <p>3. Strategi apa yang saat ini digunakan untuk mengatasi masalah terbatasnya paparan bahasa lisan otentik di kalangan siswa?</p>

Nama : Pandu Agustiawan
 Kelas : x8

Table 3.1
Blueprint of Students' problem in Speaking based on the
implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
1	Peluang Berbicara Terbatas	Pendekatan berpusat pada siswa dalam Kurikulum Merdeka mungkin mengakibatkan kesempatan terbatas bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna.	1. Siswa mungkin mengalami kesulitan dalam meningkatkan kemampuan komunikasi lisan mereka. 2. Waktu yang terbatas dialokasikan untuk latihan berbicara selama sesi kelas. 3. Kurangnya tugas berbicara yang terstruktur atau tugas yang mengharuskan siswa untuk mengungkapkan pemikiran, pendapat, atau ide mereka secara lisan.	√ √ √	
2	Kurangnya Kosakata dan Pengetahuan Tata Bahasa	Mengembangkan kemampuan berbicara memerlukan pondasi yang kuat	1. Keterbatasan variasi kosakata yang digunakan oleh siswa, mengakibatkan	√	

		dari kosa kata dan pengetahuan tata bahasa. Beberapa siswa dalam Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa.	penggunaan bahasa yang berulang atau sederhana. 2. Kesulitan dalam memahami atau menghasilkan teks yang lebih panjang dan kompleks karena sumber daya bahasa yang terbatas.	√	
3	Kesulitan dalam Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi-bunyi dan pola intonasi dari bahasa yang dipelajari.	1. Pengucapan individu suara atau fonem dalam bahasa target yang tidak konsisten atau tidak akurat. 2. Kesalahan dalam pengucapan kata-kata atau frasa yang umum digunakan, mempengaruhi pemahaman dan komunikasi secara keseluruhan.	√ √	
4	Kurangnya Rasa Percaya Diri dalam Berbicara	Penekanan pada pemikiran kritis dan pemecahan masalah dalam Kurikulum Merdeka dapat secara tidak disengaja menyebabkan kurangnya rasa percaya diri dalam berbicara di antara siswa	1. Beberapa siswa mungkin merasa ragu atau malu ketika berbicara di depan teman-teman sekelas atau berpartisipasi dalam kegiatan lisan. 2. Rasa enggan untuk aktif berpartisipasi dalam tugas berbicara atau diskusi.	√	√
5	Kurangnya	Pendekatan	1. Siswa	√	

	Penilaian Berbicara dan Umpan Balik	penilaian holistik dalam Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus difokuskan pada kemampuan berbicara	mungkin menghadapi kesulitan untuk mengidentifikasi kelebihan dan kelemahan mereka dalam berbicara. 2. Kesempatan terbatas atau jarang bagi siswa untuk menunjukkan kemampuan berbicara mereka.	√	
6	Tantangan Teknologis	Integrasi teknologi dalam Kurikulum Merdeka dapat menyajikan peluang dan tantangan bagi siswa dalam pembelajaran berbicara.	1. Menghambat keterlibatan siswa dalam kegiatan berbicara online atau platform pembelajaran bahasa yang memanfaatkan teknologi untuk latihan berbicara. 2. Kurangnya familiaritas atau kecakapan dalam menggunakan alat atau perangkat lunak teknologi untuk latihan berbicara.	√ √	
7	Keterbatasan Paparan Bahasa Lisan Otentik.	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan kemampuan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan otentik, terutama jika	1. Kemampuan siswa untuk memahami dan menghasilkan ucapan alami yang sesuai dengan konteks rendah. 2. Akses terbatas ke materi audio atau video otentik yang mencerminkan pola bicara alami dan situasi	√ √	

		paparannya terutama melalui interaksi dalam kelas atau sumber daya terbatas.	komunikasi kehidupan nyata.		
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Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Mencari Kesempatan Berbicara	Secara aktif mencari kesempatan untuk berlatih berbicara, baik di dalam maupun di luar kelas	1. Siswa secara aktif terlibat dalam diskusi kelas, mengajukan pertanyaan, dan memberikan pendapat atau kontribusi selama kegiatan berbicara atau kerja kelompok. 2. Bergabung dengan Klub Bahasa atau Kelompok Pembicaraan.	√	√
2	Terlibat dalam Belajar Mandiri	Ambil inisiatif untuk terlibat dalam kegiatan belajar mandiri untuk meningkatkan kemampuan berbicara.	1. Siswa menetapkan tujuan khusus untuk meningkatkan kemampuan berbicara mereka dan membuat rencana untuk mencapai tujuan tersebut melalui belajar mandiri.		√
3	Memfaatkan Teknologi	Gunakan sumber daya teknologi, seperti aplikasi pembelajaran	1. Siswa secara aktif terlibat dengan aplikasi pembelajaran bahasa atau aplikasi seluler		√

		<p>bahasa, platform berbicara online, atau program pertukaran bahasa virtual, untuk meningkatkan kemampuan berbicara dan mendapatkan paparan bahasa lisan otentik.</p>	<p>yang menawarkan latihan berbicara, dialog interaktif, atau latihan pengucapan.</p>		
4	<p>Mengembangkan Kosakata dan Tata Bahasa</p>	<p>Usahakan untuk meningkatkan pengetahuan kosakata dan tata bahasa untuk meningkatkan kelancaran dan akurasi berbicara</p>	<p>1. Siswa secara aktif mencari kesempatan untuk belajar kata-kata baru, frasa, dan ungkapan yang terkait dengan bahasa target. Ini dapat mencakup menggunakan latihan memperluas kosakata, kartu belajar (flashcards), atau sumber daya online untuk mengembangkan kosakata mereka.</p>		√
5	<p>Latihan Pengucapan</p>	<p>Fokus untuk meningkatkan kemampuan pengucapan dengan berlatih bunyi-bunyi, intonasi, dan pola penekanan</p>	<p>1. Siswa secara aktif berpartisipasi dalam latihan pengucapan, seperti teka-teki lidah, kegiatan pasangan minimal, atau latihan pengucapan lainnya, untuk meningkatkan artikulasi dan akurasi fonetik mereka.</p>	√	
6	<p>Mencari Umpan Balik dan Bimbingan</p>	<p>Secara aktif cari umpan balik dan bimbingan dari guru, teman sekelas, atau tutor bahasa untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran</p>	<p>1. Siswa secara aktif mencari umpan balik dari guru, tutor bahasa, atau teman sekelas tentang penampilan berbicara mereka untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran yang</p>	√	

		untuk meningkatkan kemampuan berbicara.	membangun.		
7	Menerima Kesalahan	Memiliki pola pikir pertumbuhan dan melihat kesalahan sebagai peluang untuk belajar dan berkembang.	1. Siswa bersedia mengambil risiko dan keluar dari zona nyaman mereka saat berbicara, meskipun itu berarti membuat kesalahan.	√	
8	Menetapkan Tujuan Berbicara.	Tetapkan tujuan yang spesifik dan dapat dicapai untuk meningkatkan kemampuan berbicara	1. Siswa dapat dengan jelas menyatakan hasil yang diinginkan dan area spesifik yang perlu ditingkatkan dalam kemampuan berbicara mereka.		√
9	Mengalami Konteks Bahasa Otentik	Cari kesempatan untuk merendahkan diri dalam konteks bahasa otentik, seperti menonton film, mendengarkan podcast, atau berbincang-bincang dengan penutur asli	1. Siswa secara aktif mencari kesempatan untuk berinteraksi dengan penutur asli dari bahasa target, berbincang-bincang, mengikuti program pertukaran bahasa, atau acara budaya.		√
10	Latihan Mendengarkan Aktif	Kembangkan kemampuan mendengarkan yang kuat untuk lebih memahami bahasa lisan dan meningkatkan kemampuan berbicara	1. Siswa secara aktif fokus dan mempertahankan perhatian selama kegiatan mendengarkan, mengurangi gangguan, dan secara aktif terlibat dengan materi audio atau pembicara.	√	

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
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1	Terbatasnya Peluang Berbicara	Pendekatan berpusat pada siswa dari Kurikulum Merdeka dapat mengakibatkan terbatasnya peluang bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna. Berikut adalah jawaban untuk pertanyaan Anda:	<p>1. Beberapa kesulitan umum yang dihadapi siswa ketika menghadapi terbatasnya peluang berbicara dalam Kurikulum Merdeka antara lain:</p> <p>2. Siswa umumnya merespons terbatasnya peluang berbicara dengan beberapa cara?</p> <p>3. Beberapa pola atau tren yang dapat diamati sebagai akibat dari terbatasnya peluang berbicara dalam Kurikulum Merdeka adalah:</p> <p>4. Apakah ada strategi khusus untuk mengatasi masalah yang dihadapi siswa karena keterbatasan kesempatan berbicara?</p>
2	Pengetahuan Kosakata dan Tata Bahasa yang Tidak Memadai	Mengembangkan keterampilan berbicara memerlukan dasar kosa kata dan tata bahasa yang kuat. Beberapa siswa di Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa.	<p>1. Dapatkah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan pengetahuan kosa kata dan tata bahasa mereka di Kurikulum Merdeka? What are some specific areas of vocabulary and grammar that students tend to struggle with the most?</p> <p>2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kekurangan kosakata dan pengetahuan tata bahasa di kalangan siswa?</p>
3	Kesulitan Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi dan pola	<p>1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan keterampilan pengucapan dan intonasi mereka dalam Kurikulum Merdeka?</p> <p>2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kesulitan pengucapan dan intonasi di kalangan siswa?</p>

		intonasi dari bahasa sasaran	
4	Keyakinan Berbicara Terbatas	Penekanan pada berpikir kritis dan pemecahan masalah dalam Kurikulum Merdeka secara tidak sengaja dapat menyebabkan kurangnya kepercayaan diri berbicara di kalangan siswa	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan kepercayaan diri berbicara mereka dalam Kurikulum Merdeka? 2. Teknik apa yang saat ini digunakan untuk mengatasi masalah kepercayaan diri berbicara yang terbatas di kalangan siswa?
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus berfokus pada keterampilan berbicara	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa karena kurangnya penilaian berbicara dan umpan balik dalam Kurikulum Merdeka? 2. Apa saja kekhawatiran khusus yang diajukan oleh siswa tentang tidak adanya penilaian dan umpan balik berbicara?
6	Tantangan Teknologi	Integrasi teknologi dalam Kurikulum Merdeka dapat menghadirkan peluang sekaligus tantangan bagi siswa dalam pembelajaran berbicara	<ol style="list-style-type: none"> 1. Bisakah Anda mendiskusikan beberapa tantangan teknologi yang umum dihadapi siswa dalam Kurikulum Merdeka? 2. Apa saja kendala khusus yang dihadapi siswa saat menggunakan teknologi untuk latihan berbicara? 3. Strategi apa yang saat ini diterapkan untuk mengatasi masalah tantangan teknologi yang dihadapi siswa?
7	Paparan Terbatas untuk Bahasa Lisan Otentik	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan keterampilan berbicara.	<ol style="list-style-type: none"> 1. Dapatkah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa dalam mengembangkan keterampilan berbicara dalam Kurikulum Merdeka?

		<p>Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan asli, terutama jika paparan mereka terutama melalui interaksi kelas atau sumber daya yang terbatas.</p>	<p>2. Apa saja bidang atau aspek tertentu dari bahasa lisan yang cenderung paling sulit dipahami siswa?</p> <p>3. Strategi apa yang saat ini digunakan untuk mengatasi masalah terbatasnya paparan bahasa lisan otentik di kalangan siswa?</p>
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Nama : Dika
 Kelas : x9

Table 3.1
Blueprint of Students' problem in Speaking based on the
implementation of Merdeka Curriculum

No	Problems	Description	Indicators	Yes	No
1	Peluang Berbicara Terbatas	Pendekatan berpusat pada siswa dalam Kurikulum Merdeka mungkin mengakibatkan kesempatan terbatas bagi siswa untuk terlibat dalam kegiatan berbicara yang bermakna.	1. Siswa mungkin mengalami kesulitan dalam meningkatkan kemampuan komunikasi lisan mereka. 2. Waktu yang terbatas dialokasikan untuk latihan berbicara selama sesi kelas. 3. Kurangnya tugas berbicara yang terstruktur atau tugas yang mengharuskan siswa untuk mengungkapkan pemikiran, pendapat, atau ide mereka secara lisan.	√ √ √	
2	Kurangnya Kosakata dan Pengetahuan Tata Bahasa	Mengembangkan kemampuan berbicara memerlukan pondasi yang kuat dari kosakata dan pengetahuan tata bahasa. Beberapa siswa dalam Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosakata yang memadai dan	1. Keterbatasan variasi kosakata yang digunakan oleh siswa, mengakibatkan penggunaan bahasa yang berulang atau sederhana. 2. Kesulitan dalam memahami atau menghasilkan teks yang lebih panjang dan kompleks karena	√ √	

		memahami aturan tata bahasa.	sumber daya bahasa yang terbatas.		
3	Kesulitan dalam Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi-bunyi dan pola intonasi dari bahasa yang dipelajari.	1. Pengucapan individu suara atau fonem dalam bahasa target yang tidak konsisten atau tidak akurat. 2. Kesalahan dalam pengucapan kata-kata atau frasa yang umum digunakan, mempengaruhi pemahaman dan komunikasi secara keseluruhan.	√	√
4	Kurangnya Rasa Percaya Diri dalam Berbicara	Penekanan pada pemikiran kritis dan pemecahan masalah dalam Kurikulum Merdeka dapat secara tidak disengaja menyebabkan kurangnya rasa percaya diri dalam berbicara di antara siswa	1. Beberapa siswa mungkin merasa ragu atau malu ketika berbicara di depan teman-teman sekelas atau berpartisipasi dalam kegiatan lisan. 2. Rasa enggan untuk aktif berpartisipasi dalam tugas berbicara atau diskusi.	√	√
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik dalam Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus difokuskan pada kemampuan berbicara	1. Siswa mungkin menghadapi kesulitan untuk mengidentifikasi kelebihan dan kelemahan mereka dalam berbicara. 2. Kesempatan terbatas atau jarang bagi siswa	√	√

			untuk menunjukkan kemampuan berbicara mereka.		
6	Tantangan Teknologis	Integrasi teknologi dalam Kurikulum Merdeka dapat menyajikan peluang dan tantangan bagi siswa dalam pembelajaran berbicara.	1. Menghambat keterlibatan siswa dalam kegiatan berbicara online atau platform pembelajaran bahasa yang memanfaatkan teknologi untuk latihan berbicara. 2. Kurangnya familiaritas atau kecakapan dalam menggunakan alat atau perangkat lunak teknologi untuk latihan berbicara.	√ √	
7	Keterbatasan Paparan Bahasa Lisan Otentik.	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan kemampuan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan otentik, terutama jika paparannya terutama melalui interaksi dalam kelas atau sumber daya terbatas.	1. Kemampuan siswa untuk memahami dan menghasilkan ucapan alami yang sesuai dengan konteks rendah. 2. Akses terbatas ke materi audio atau video otentik yang mencerminkan pola bicara alami dan situasi komunikasi kehidupan nyata.	√ √	

Table 3.2
Blueprint of Strategy to overcome problem in Speaking based on
Criteria by Notion Theories

No	Strategies	Description	Indicators	Yes	No
1	Mencari Kesempatan Berbicara	Secara aktif mencari kesempatan untuk berlatih berbicara, baik di dalam maupun di luar kelas	1. Siswa secara aktif terlibat dalam diskusi kelas, mengajukan pertanyaan, dan memberikan pendapat atau kontribusi selama kegiatan berbicara atau kerja kelompok. 2. Bergabung dengan Klub Bahasa atau Kelompok Pembicaraan.	√	√
2	Terlibat dalam Belajar Mandiri	Ambil inisiatif untuk terlibat dalam kegiatan belajar mandiri untuk meningkatkan kemampuan berbicara.	1. Siswa menetapkan tujuan khusus untuk meningkatkan kemampuan berbicara mereka dan membuat rencana untuk mencapai tujuan tersebut melalui belajar mandiri.	√	
3	Memfaatkan Teknologi	Gunakan sumber daya teknologi, seperti aplikasi pembelajaran bahasa, platform berbicara online, atau program pertukaran bahasa virtual, untuk meningkatkan kemampuan berbicara dan mendapatkan paparan bahasa	1. Siswa secara aktif terlibat dengan aplikasi pembelajaran bahasa atau aplikasi seluler yang menawarkan latihan berbicara, dialog interaktif, atau latihan pengucapan.		√

		lisan otentik.			
4	Mengembangkan Kosakata dan Tata Bahasa	Usahakan untuk meningkatkan pengetahuan kosakata dan tata bahasa untuk meningkatkan kelancaran dan akurasi berbicara	1. Siswa secara aktif mencari kesempatan untuk belajar kata-kata baru, frasa, dan ungkapan yang terkait dengan bahasa target. Ini dapat mencakup menggunakan latihan memperluas kosakata, kartu belajar (flashcards), atau sumber daya online untuk mengembangkan kosakata mereka.		√
5	Latihan Pengucapan	Fokus untuk meningkatkan kemampuan pengucapan dengan berlatih bunyi-bunyi, intonasi, dan pola penekanan	1. Siswa secara aktif berpartisipasi dalam latihan pengucapan, seperti teka-teki lidah, kegiatan pasangan minimal, atau latihan pengucapan lainnya, untuk meningkatkan artikulasi dan akurasi fonetik mereka.	√	
6	Mencari Umpan Balik dan Bimbingan	Secara aktif cari umpan balik dan bimbingan dari guru, teman sekelas, atau tutor bahasa untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran untuk meningkatkan kemampuan berbicara.	1. Siswa secara aktif mencari umpan balik dari guru, tutor bahasa, atau teman sekelas tentang penampilan berbicara mereka untuk mengidentifikasi area yang perlu ditingkatkan dan menerima saran yang membangun.	√	
7	Menerima Kesalahan	Memiliki pola pikir pertumbuhan dan melihat kesalahan sebagai peluang untuk belajar	1. Siswa bersedia mengambil risiko dan keluar dari zona nyaman mereka saat berbicara, meskipun itu berarti membuat kesalahan.	√	

		dan berkembang.			
8	Menetapkan Tujuan Berbicara.	Tetapkan tujuan yang spesifik dan dapat dicapai untuk meningkatkan kemampuan berbicara	1. Siswa dapat dengan jelas menyatakan hasil yang diinginkan dan area spesifik yang perlu ditingkatkan dalam kemampuan berbicara mereka.	√	
9	Mengalami Konteks Bahasa Otentik	Cari kesempatan untuk merendahkan diri dalam konteks bahasa otentik, seperti menonton film, mendengarkan podcast, atau berbincang-bincang dengan penutur asli	1. Siswa secara aktif mencari kesempatan untuk berinteraksi dengan penutur asli dari bahasa target, berbincang-bincang, mengikuti program pertukaran bahasa, atau acara budaya.		√
10	Latihan Mendengarkan Aktif	Kembangkan kemampuan mendengarkan yang kuat untuk lebih memahami bahasa lisan dan meningkatkan kemampuan berbicara	1. Siswa secara aktif fokus dan mempertahankan perhatian selama kegiatan mendengarkan, mengurangi gangguan, dan secara aktif terlibat dengan materi audio atau pembicara.	√	√

Table 3.3
Blueprint of Students' problem in Speaking based on the implementation of Merdeka Curriculum

No	Problems	Description	Questions
1	Terbatasnya Peluang Berbicara	Pendekatan berpusat pada siswa dari Kurikulum Merdeka dapat mengakibatkan terbatasnya peluang bagi siswa untuk terlibat dalam kegiatan	1. Beberapa kesulitan umum yang dihadapi siswa ketika menghadapi terbatasnya peluang berbicara dalam Kurikulum Merdeka antara lain: 2. Siswa umumnya merespons terbatasnya peluang berbicara dengan beberapa cara? 3. Beberapa pola atau tren yang dapat diamati sebagai

		berbicara yang bermakna. Berikut adalah jawaban untuk pertanyaan Anda:	akibat dari terbatasnya peluang berbicara dalam Kurikulum Merdeka adalah: 4. Apakah ada strategi khusus untuk mengatasi masalah yang dihadapi siswa karena keterbatasan kesempatan berbicara?
2	Pengetahuan Kosakata dan Tata Bahasa yang Tidak Memadai	Mengembangkan keterampilan berbicara memerlukan dasar kosa kata dan tata bahasa yang kuat Beberapa siswa di Kurikulum Merdeka mungkin menghadapi tantangan dalam memperoleh kosa kata yang memadai dan memahami aturan tata bahasa	1. Dapatkah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan pengetahuan kosa kata dan tata bahasa mereka di Kurikulum Merdeka? What are some specific areas of vocabulary and grammar that students tend to struggle with the most? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kekurangan kosakata dan pengetahuan tata bahasa di kalangan siswa?
3	Kesulitan Pengucapan dan Intonasi	Mencapai pengucapan dan intonasi yang benar sangat penting untuk komunikasi yang efektif. Namun, siswa mungkin mengalami kesulitan dalam memperoleh bunyi dan pola intonasi dari bahasa sasaran	1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan keterampilan pengucapan dan intonasi mereka dalam Kurikulum Merdeka? 2. Strategi apa yang saat ini digunakan untuk mengatasi masalah kesulitan pengucapan dan intonasi di kalangan siswa?
4	Keyakinan Berbicara Terbatas	Penekanan pada berpikir kritis dan pemecahan masalah dalam Kurikulum Merdeka secara tidak sengaja dapat menyebabkan	1. Bisakah Anda mendiskusikan beberapa kesulitan umum yang dihadapi siswa dalam mengembangkan kepercayaan diri berbicara mereka dalam Kurikulum Merdeka? 2. Teknik apa yang saat ini digunakan untuk mengatasi

		kurangnya kepercayaan diri berbicara di kalangan siswa	masalah kepercayaan diri berbicara yang terbatas di kalangan siswa?
5	Kurangnya Penilaian Berbicara dan Umpan Balik	Pendekatan penilaian holistik Kurikulum Merdeka mungkin tidak memberikan umpan balik dan evaluasi yang memadai yang secara khusus berfokus pada keterampilan berbicara	<p>1. Bisakah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa karena kurangnya penilaian berbicara dan umpan balik dalam Kurikulum Merdeka?</p> <p>2. Apa saja kekhawatiran khusus yang diajukan oleh siswa tentang tidak adanya penilaian dan umpan balik berbicara?</p>
6	Tantangan Teknologi	Integrasi teknologi dalam Kurikulum Merdeka dapat menghadirkan peluang sekaligus tantangan bagi siswa dalam pembelajaran berbicara	<p>1. Bisakah Anda mendiskusikan beberapa tantangan teknologi yang umum dihadapi siswa dalam Kurikulum Merdeka?</p> <p>2. Apa saja kendala khusus yang dihadapi siswa saat menggunakan teknologi untuk latihan berbicara?</p> <p>3. Strategi apa yang saat ini diterapkan untuk mengatasi masalah tantangan teknologi yang dihadapi siswa?</p>
7	Paparan Terbatas untuk Bahasa Lisan Otentik	Paparan otentik terhadap bahasa target sangat penting untuk mengembangkan keterampilan berbicara. Namun, siswa dalam Kurikulum Merdeka mungkin memiliki akses terbatas ke bahasa lisan asli, terutama jika paparan mereka terutama melalui	<p>1. Dapatkah Anda mendiskusikan beberapa kesulitan yang dihadapi siswa dalam mengembangkan keterampilan berbicara dalam Kurikulum Merdeka?</p> <p>2. Apa saja bidang atau aspek tertentu dari bahasa lisan yang cenderung paling sulit dipahami siswa?</p> <p>3. Strategi apa yang saat ini digunakan untuk mengatasi masalah terbatasnya paparan bahasa lisan otentik di</p>

		interaksi kelas atau sumber daya yang terbatas.	kalangan siswa?
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PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/ 379 /IP/DPMP/TSP/VII/2023

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 637/In.34/FT/PP.00.9/07/2023 tanggal 21 Juli 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Rania Atiyah Nabilla/ Muara Aman, 10 April 2001
NIM : 19551049
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian : An Analysis Of Student's Problem On Learning Speaking In *Merleka Curriculum* Implementation At MAN 1 Rejang Lebong
Lokasi Penelitian : MAN 1 Rejang Lebong
Waktu Penelitian : 28 Juli 2023 s/d 21 Oktober 2023
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 28 Juli 2023

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



ZULKARNAIN, SH
Pembina/ IV.a
NIP. 19751010 200704 1 001

Tembusan :

- Kepala Badan Kesbangpol Kab. RL
- Wakil Dekan I Fakultas Tarbiyah IAIN Curup
- Kepala MAN 1 Rejang Lebong
- Yang Bersangkutan
- Asip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
MADRASAH ALIYAH NEGERI REJANG LEBONG

Jl. Letjend. Suprpto No. 81 Telp. (0732) 21280-21281 Curup

Email : man_curup@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor : 01 /Ma.07.03 / PP.00.6 / 01 /2024

Yang bertanda tangan dibawah ini:

Nama : H. YUSRIJAL, M.Pd
NIP : 196904181990031003
Pangkat/golongan : Pembina. IV/a
Jabatan : Kepala MAN Rejang Lebong

Dengan ini menerangkan bahwa:

Nama : Rania Atiyah Nabilla
NIM : 19551049
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : IAIN Curup

Telah Melaksanakan Penelitian dalam rangka Penyusunan **Skripsi** di MAN Rejang Lebong Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong, No: 503/379/IP/DPMPPTSP/VII/2023 Tanggal 28 Juli 2023, perihal Izin Penelitian, dengan Judul **Skripsi " An Analysis Of Student's Problem On Learning Speaking In Merdeka Curriculum Implementation At MAN Rejang Lebong."** Terhitung dari tanggal 28 Juli s/d 21 Oktober 2023.

Demikian surat keterangan ini dibuat agar dapat di pergunakan sebagaimana mestinya.

Rejang Lebong, 02 Januari 2024











BIOGRAPHY



Rania Atiyah Nabilla was born on April 10st, 2001 in the village of Muara Aman, Lebong Regency. She is Mr. Hendra Irawan and Mrs. Melia Dian Nita's eldest daughter. She has one brother named Muhammad Abiyah Sultandra and younger sister named Khaliqa Azalea Ayana. She completed her elementary school at SDN 09 Lebong Utara and graduated in 2013. Then she continues her study to junior high school at SMPN 01 Lebong Utara and graduated in 2016. Following that, she attended senior high school at SMAN 04 Curup also known as SMANPAT, where she majored in science and graduated in 2019. Then in 2019 she was register and do self-test at IAIN Curup and was accepted as a student at the Tarbiyah Faculty with an English Study Program as her major at Islamic State Institute of Curup. She decided to continue her studies there because she has been obsessed with the English language since she was in elementary school. She hopes to be an awesome English educator after having graduated in 2023 with a bachelor's degree in English education.