

ABSTRACT

Sholichah, Noerma Ratu (2024). Exploring The Implementation of English Teaching Models with Merdeka Curriculum in Junior High School; Teachers' Perspective

This study examines the implementation of English language teaching models within the context of the Merdeka Curriculum in junior high schools, with a focus on teachers' perspectives. Based on both in-depth interviews and a questionnaire survey, this study aimed to explore the challenges faced by teachers in implementing these models and the factors that influence their perceptions.

This research used a qualitative approach with descriptive-qualitative design. The participants included two teachers who are actively engaged in teaching the English subject using Merdeka Curriculum-aligned teaching models in a junior high school setting. The data collection techniques and instruments utilized were in-depth interviews and questionnaires, as they provided a comprehensive understanding of the participants' perspectives and experiences.

The results revealed significant insights into the teachers' experiences and perceptions, highlighting the implementation of English teaching models from teachers perspective and the challenges the teachers face in its implementation. this current study found the implementation to be effective and result in significant improvements among students. Both participating teachers utilize student-centered learning models, with one prioritizing problem-based learning and the other emphasizing communicative-language learning and cooperative learning. Despite differing methods, both teachers encounter challenges related to student engagement and learning styles, which they address using a variety of tactics. Teachers face challenges in creating differentiated lessons and teaching materials that are engaging for their students, as well as assessing student performance due to the variety of forms available.

Keywords: Teaching models, Merdeka Curriculum, Teachers' perspective.