

## ABSTRACT

**Siti Aisyah Nur Azizah., 2023. Exploring Teachers' Challenges and Strategies in the Merdeka English Curriculum: A Junior High School Narrative Inquiry.**

A paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This study aims to determine the teachers' knowledge, challenges faced and the strategies teachers use when teaching English after implementing the *Merdeka* Curriculum. This study uses the narrative inquiry method as a qualitative research design. This research follows Creswell's (2014) qualitative data analysis procedure. Involved two participants from one of the high schools in Bandung. Interviews and document analysis were used to obtain data regarding teachers' knowledge, challenges and strategies in teaching English.

As a result of this research, the researcher found the *Merdeka* Curriculum, implemented in Indonesia for the 2022/2023 academic year, aims to provide optimal learning experiences with diverse content, focusing on essentials and real-world contexts, enhancing students' competence and character through group learning, as part of the *Projek Penguatan Profil Pelajar Pancasila*.

Next, teachers' challenges in teaching English after the *Merdeka* Curriculum, including students' decreased motivation, self-confidence, and difficulty understanding vocabulary. To overcome these, they can employ strategies like game-based learning, project-based learning, technology-based learning methods, and cooperative learning.

Thus, this study concludes that the knowledge, challenges and strategies above answer these three research questions. However, these challenges and strategies may be different for each teacher who teaches English with the *Merdeka* Curriculum in other schools, depending on the students' conditions and the school conditions.

**Keywords:** *Teachers' Challenges, Teachers' Strategies, Merdeka Curriculum.*