

**THE TEACHING OF ENGLISH AT UPT SDN 4 RANTETAYO: THE
IMPLEMENTATION OF INDEPENDENT CURRICULUM**

THESIS



WRITTEN AND SUBMITTED BY :

ENDANG LESTARI M. PASA

220 112 080

In partial fulfillment of the requirements for an undergraduate degree

English Education Study Program

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF CHRISTIAN INDONESIA TORAJA

(UKI TORAJA)

2024

**THE TEACHING OF ENGLISH AT UPT SDN 4 RANTETAYO: THE
IMPLEMENTATION OF INDEPENDENT CURRICULUM**

THESIS

WRITTEN AND SUBMITTED BY

ENDANG LESTARI M. PASA

220112080

Head of English Education Study Program



Dr. Markus Deli Girik Allo, M.Pd

NIDN 0922128701

SURAT KETERANGAN

Yang bertanda tangan di bawah ini adalah Pembimbing Skripsi dari :

Nama : Endang Lestari M. Pasa

Stambuk : 220112080

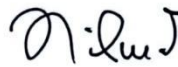
menyatakan bahwa mahasiswa yang namanya disebut di atas dinyatakan layak untuk mengikuti Ujian Skripsi.

Pembimbing I



Shilfani, M.Pd

Pembimbing II



Nilma Taula'bi', M.Pd

Mengetahui

Ketua Program Studi,



Dr. Markus Deli Girik Allo, M.Pd

NIDN 0922128701

RECOMMENDATION SHEET

Title of Thesis : **THE TEACHING OF ENGLISH AT UPT SDN 4
RANTETAYO: THE IMPLEMENTATION OF INDEPENDENT
CURRICULUM**

Writer's Identity :

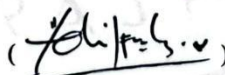
Name : Endang Lestari M. Pasa
Registered Number : 220112080
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education
Program : Undergraduate (S1)

accepted by the team of advisors to be proposed to the committee of examination (S1), Language Education Study Program, Teacher Training and Education Faculty, Christian University of Indonesia Toraja.

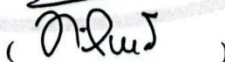
Makale, 2024

Advisors :

1. Shilfani, M.Pd

()

2. Nilma Taula'bi', M.Pd.

()

APPROVAL OF THE EXAMINING COMMITTEE

This thesis was accepted by the examining committee of the Teacher Training and Education Faculty, Christian University of Indonesia Toraja with the Dean's testimonial No : HK.06/16/UKI Toraja DFKIP/2024 in partial fulfilment of the requirements for undergraduate degree English Education Study Program on Thursday, February 22nd 2024

Makale, Maret 2024

Approved by:
The Dean of Teacher
Training and Education



Dr. Rudi Palmbong, S.Pd., M.Pd

NIDN 0930098202

Committee :

Chairman : Shilfani, M.Pd.

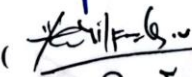
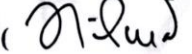
Secretary : Nilma Taula'bi', M.Pd

Members :

1. Dr. Selvi Panggua, M.Pd

2. Linerda Tulaktondok, M.Pd

3. Normalia Sirande, S.S., M.Pd

()
()

()

()

()

DECLARATION OF OWNERSHIP

I here by declare that my thesis entitled **"THE TEACHING OF ENGLISH AT UPT SDN 4 RANTETAYO: THE IMPLEMENTATION OF INDEPENDENT CURRICULUM"** is my own work. All quotations and references materials from various sources in this thesis have been included in the bibliography.

If the above statement is proven otherwise, then i am ready to accept the sanctions set by the English Education Study Program, Faculty of Teacher Training and Education Universitas Kristen Indonesia Toraja.

Makele, Maret 2024



Endang Lestari M. Pasa

ACKNOWLEDGEMENT

First of all, the researcher would like to thank God Almighty for the grace, guidance, health and enthusiasm that has been given to the researcher in completing this thesis.

The researcher would like to express her deepest appreciation and gratitude to the supervisors. Shilfani, M.Pd and Nilma Taula'bi', M.Pd who have been kind enough to help and always provide valuable suggestions and encourage researchers when researchers face difficulties and obstacles during the process of writing this thesis and also always be patient in giving advice to researchers. On this precious occasion, the researcher would like to express her sincere appreciation to the following parties :

1. Prof. Dr. Oktavianus Pasoloran, SE., M, Si., Ak., SA., as the rector of UKI Toraja and all his staff.
2. Daud Rodi Palimbong, S.Pd., M.Pd as the Dean Faculty of Teacher Training and Education
3. Dr. Markus Deli Girik Allo, M.Pd as the Head of English Education Study Program, all of his staff.
4. All lecturers in English Education Department for valuable for their knowledge's, guidance, and advice's during the researcher joined learning in the University.

5. The researcher, would also like to thank the examiners Dr. Selvi Panggua, M.Pd, Normalia Sirande, S.S, M.Pd and Linerda Tulaktondok, M.Pd. For their valuable advice and suggestions for the improvement of the researcher thesis.
6. Barnabas Kado' Sapan, S.Pd as the headmaster at UPT SDN 4 Rantetayo who has provided support to researchers by giving permission to researchers to research at UPT SDN 4 rantetayo school.
7. Riani Ramba Allo, S.Pd as the teacher at UPT SDN 4 Rantetayo who has helped researcher as respondent in this study.
8. She would like to express her deepest gratitude and affection to her beloved father (Mathen Batti) and her beloved mother (Parianda, S.PAK) for their prayers, support, material and extraordinary patience in her life especially in this research until the completion of this thesis.
9. Beloved sister (Melda Indriani Minggu Pasa) and Beloved Brother (Tristan Batti Minggu Pasa) who always support, encourage and motivate during this leafy peroid.
10. Thank you for the group Circle produktif (Adit, Elma, Lala, Marlin, Putri, Tya, and Yabes) who always entertaining, give supports and prayers.
11. The researcher would like big thanks to every one who have contributed to the success of this thesis. The researcher hopes this thesis can be useful for readers and useful for lecturers, learners and English Language Education Study Program as well as other researcher. However, the researchers

realizes that this is still far from perfection, therefore any criticism, suggestion and ideas for improvement will be greatly appreciated.

12. Last but not least, to the writer herself. Thank you for standing up and struggling throughout the collage process.

ABSTRACT

Endang Lestari M. Pasa, 2024. **ENGLISH TEACHING AT UPT SDN 4 RANTETAYO: IMPLEMENTATION OF THE INDEPENDENT CURRICULUM.** (Supervised by Shilfani, M.Pd and Nilma Taula'bi', M.Pd).

The purpose of this study is to identify how the implementation of the independent curriculum at UPT SDN 4 Rantetayo in English language learning. The background of this research is How is the implementation of the independent curriculum at UPT SDN 4 Rantetayo. The methods used to collect data in this study were observation and interviews. The scope of this research involves homeroom teachers who are not from an English education background but teach English in implementing the independent curriculum in grade five.

Based on the interview with the teacher who teaches English and implements the standalone curriculum in grade five at UPT SDN 4 Rantetayo, the researcher found that the teacher has the ability to implement the standalone curriculum in English learning even though the teacher does not have a background in English education. The learning objectives pathway, or ATP, offers a systematic and logical structure for designing educational objectives tailored to students' needs. As provided by the Ministry of Education and Culture, this framework is essential for personalized and effective education. Assessments, including baseline, formative, and summative evaluations, play an important role in guiding instructional design by identifying student readiness and assessing learning outcomes. The integration of structured teaching modules in English language learning involves a comprehensive approach that includes needs analysis, goal setting, content creation, module design, resource utilization, and provision of training and feedback. Feedback from teachers indicated that the method significantly improved English language learning by aligning activities with students' needs and objectives. In addition, the project's implementation of strengthening the learner profile of Pancasila in English education incorporates patriotic activities, fostering a link between language learning and national values. The learner-centered approach further enriches the learning experience through interactive methods such as project-based learning, which encourage active participation and understanding. Finally, the incorporation of assessment, especially formative assessment at the beginning of learning, facilitates the adaptation of learning materials to individual student needs. This ensures a more personalized and effective approach to English language teaching, which meets the diverse learning needs of students.

Key Term : Teaching English, Implementation, Independent Curriculum, elementary students

ABSTRAK

Endang Lestari M. Pasa, 2024. **PENGAJARAN BAHASA INGGRIS DI UPT SDN 4 RANTETAYO: IMPLEMENTASI KURIKULUM MERDEKA.**

(Dibimbing oleh Shilfani, M.Pd dan Nilma Taula'bi', M.Pd).

Tujuan dari penelitian ini adalah untuk mengidentifikasi bagaimana implementasi kurikulum merdeka di UPT SDN 4 Rantetayo pada pembelajaran bahasa Inggris. Latar belakang penelitian ini adalah Bagaimana implementasi kurikulum merdeka di UPT SDN 4 Rantetayo. Metode yang digunakan untuk mengumpulkan data dalam penelitian ini adalah observasi dan wawancara. Ruang lingkup penelitian ini melibatkan guru wali kelas yang bukan dari latar belakang pendidikan Bahasa Inggris namun mengajarkan Bahasa Inggris dalam mengimplementasi kurikulum merdeka pada kelas lima.

Berdasarkan hasil wawancara dengan guru yang mengajar bahasa Inggris dan mengimplementasikan kurikulum mandiri di kelas lima di UPT SDN 4 Rantetayo, peneliti menemukan bahwa guru tersebut memiliki kemampuan untuk mengimplementasikan kurikulum mandiri dalam pembelajaran bahasa Inggris meskipun guru tersebut tidak berlatar belakang pendidikan bahasa Inggris. alur tujuan pembelajaran atau ATP, menawarkan struktur yang sistematis dan logis untuk mendesain tujuan pendidikan yang disesuaikan dengan kebutuhan siswa. Seperti yang disediakan oleh Kementerian Pendidikan dan Kebudayaan, kerangka kerja ini sangat penting untuk pendidikan yang dipersonalisasi dan efektif. Penilaian, termasuk evaluasi awal, formatif, dan sumatif, memainkan peran penting dalam memandu desain instruksional dengan mengidentifikasi kesiapan siswa dan menilai hasil pembelajaran. Integrasi modul pengajaran terstruktur dalam pembelajaran bahasa Inggris melibatkan pendekatan komprehensif yang mencakup analisis kebutuhan, penetapan tujuan, pembuatan konten, perancangan modul, pemanfaatan sumber daya, dan pemberian pelatihan dan umpan balik. Umpan balik dari para guru menunjukkan bahwa metode ini secara signifikan meningkatkan pembelajaran bahasa Inggris dengan menyelaraskan kegiatan dengan kebutuhan dan tujuan siswa. Selain itu, implementasi proyek penguatan profil pelajar Pancasila dalam pendidikan bahasa Inggris menggabungkan kegiatan patriotik, memupuk hubungan antara pembelajaran bahasa dan nilai-nilai nasional. Pendekatan yang berpusat pada peserta didik semakin memperkaya pengalaman belajar melalui metode interaktif seperti pembelajaran berbasis proyek, yang mendorong partisipasi aktif dan pemahaman. Terakhir, penggabungan penilaian, terutama penilaian formatif di awal pembelajaran, memfasilitasi adaptasi materi pembelajaran dengan kebutuhan siswa secara individual. Hal ini memastikan pendekatan yang lebih personal dan efektif untuk pengajaran bahasa Inggris, yang memenuhi kebutuhan belajar siswa yang beragam.

Kata Kunci : Pengajaran Bahasa Inggris, Implementasi, Kurikulum Merdeka, Sekolah Dasar.

TABLE OF CONTENT

THESIS	i
CERTIFICATE OF PERCEPTION	ii
RECOMMENDATION SHEET.....	iii
APPROVAL OF THE EXAMINING COMMITTEE	iv
DECLARATION OF OWNERSHIP	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	ix
ABSTRAK	x
TABLE OF CONTENTS	xi
CHAPTER I. INTRODUCTION.....	1
1.1 Background.....	1
1.2 Research Question	5
1.3 Research Objective	5
1.4 The Scope Of The Study.....	5
1.5 The Significance Of This Study	6
1.6 Research Methodology	6
1.7 Key Terms and Definition	7
CHAPTER II. REVIEW OF LITERATURE	9

2.1 Previous Of Study.....	9
2.2 Some Pertinent ideas.....	12
2.3 Theoretical Framework.....	39
CHAPTER III. RESEARCH METHOD	40
3.1 Research Design	40
3.2 Setting.....	40
3.3 Participant.....	41
3.4 Research Instrument	41
3.5 Procedure of Data Collection	41
3.6 Technique of Data Analyzing.....	42
CHAPTER IV. FINDING AND DISCUSION.....	44
4.1 Finding.....	44
4.2 Discussion.....	48
CHAPTER V. CONCLUSION AND SUGGESTIONS.....	55
5.1 Conclusion	55
5.2 Suggestions.....	56
BIBLIOGRAPHY	58
APPENDIXES	63
Curriculum Vitae	83

