

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research result. The researcher expects to be able to draw the conclusive conclusion that accurately reflects how the teacher implemented *Kurikulum Merdeka* in the 10th grade of SMA Negeri 1 Cileungsi.

5.1 Conclusion

Based on the findings and discussion above, it can be concluded that the implementation of *Kurikulum Merdeka* by the English teacher in the 10th grade students in SMA Negeri 1 Cileungsi was good. However, there was still few inappropriate components by the teacher as follows:

5.1.1 Teacher's Implementation of *Kurikulum Merdeka* in English Teaching in SMA Negeri 1 Cileungsi

- a) The teacher conducted the pre activity and the post activity every meeting. But on the third and fourth meetings the teacher forgot to summarize what the class has been learnt. Teacher also forgot to monitor students' learning progress on the third and fourth meetings.
- b) The teacher conducted the teaching and learning process coherently, according to the time allocation, and was always

trying to include elements of Profil Pelajar Pancasila and Project Based Learning on every meeting. The teacher also conducted the teaching and learning process according to the *Modul Ajar*.

- c) Using variety media such as videos, audios, books, and online worksheet.
- d) The teacher still has inconsistency regarding to the post activity which was the teacher did not summarize the fourth meeting at the end of the class.

5.1.2 Three Major Problems that Teacher Faced during the Implementation of *Kurikulum Merdeka* in English Teaching in SMA Negeri 1 Cileungsi

- a) The teacher is still lack of experience and somehow do not fully understand about *Kurikulum Merdeka*.
- b) There is limited reference for the teacher to find.
- c) The communication is ineffective between the teacher and students sometimes obstruct the learning process because the learning cannot move forward if students keep asking the same questions.

5.1.3 Teacher's Way to Overcome the Problems

- a) The teacher keeps adapting and look for references in many sources to learn. The teacher also has joined the In-House Training before implementing *Kurikulum Merdeka*.

- b) The teacher keeps looking for references from the internet, asks fellow teacher regarding this curriculum, looking for information in MGMP group, and follow an informative and insightful account on the teacher's social media to find information.
- c) The teacher's way is to encourage them to aware that learning English is important and make a fun learning by providing games also recommends the students to download an application to learn English at home.

5.2 Suggestion

Related to the findings toward the teacher's implementation on *Kurikulum Merdeka* on the 10th grade students in English class in SMA Negeri 1 Cileungsi, some suggestions are as follows:

1. The Government

The government are expected to provide more references regarding *Kurikulum Merdeka* especially for the high school teacher to make the teacher easier to more understand about the curriculum.

2. The English Teacher

Based on the result, the teacher is suggested to be more consistent when teaching in the class since the teacher forgot to monitor students' learning progress and summarize the lesson on the third and fourth meetings. The teacher is also suggested to

more active on looking for information and references regarding *Kurikulum Merdeka* and keep encouraging students to aware about the importance of English.

In conclusion, the problem that faced by the teacher can be a spotlight because *Kurikulum Merdeka* is a new Curriculum. With more references and training will certainly help teacher to better understand *Kurikulum Merdeka*.

