

INTEGRATING ENGLISH INTO P5 PROGRAM OF MERDEKA CURRICULUM AT SMP NEGERI SATAP 2 SANGALLA'

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ABSTRACT

The objective of this research is to find out how the English teacher integrating English into P5 program of Merdeka Curriculum at SMP Negeri Satap 2 Sangalla'. The researcher conducted this research used qualitative methods. Purposive sampling strategies were used to acquire data from two (2) English teacher. The data obtained from observation and interview then analyze descriptive. The result of this study show how the English teacher integrating English into P5 program at SMP Negeri Satap 2 Sangalla'. The findings show that there is learning planning, use of English learning object, and learning process in P5 activities. The conclusion is that the researcher found that English was properly integrated into P5 activities starting from planning, English learning objects, to the steps of the learning process.

Keywords: Integrating English; P5 program; Merdeka curriculum

INTRODUCTION

Fitria (2023), conducted a research entitle "Integrating English Language Teaching Into Islamic Boarding Schools: A Review of Strategy and Challenges". The analysis shows that teaching English needs a system or method during the implementation. Lasut & Nurlaily (2022), conducted a research entitle "Designing Integrated English Teaching Material Class Through Online Learning". The data gathered from the final evaluation is that the design material helps the students to engage more in learning English. The designed materials in this study were based on the students' needs and engagement, including reading text sessions, vocabulary drills, writing letters/short conversations, and tenses.

Auni et al., (2022), conducted a research entitle "Integrating English Subject Materials Into Islamic Boarding School Curriculum Context: Insights from Aceh, Indonesia". The findings indicate that integrating English materials into the Islamic boarding school curriculum positively contributes to developing students' general and Islamic-related knowledge. The results also suggest that the integration of English materials into the Islamic boarding school curriculum can be performed by switching the materials listed in the syllabus of curriculum 2013 with the Islamic-related materials. The study reveals that among these curricula integration challenges are the inadequacy of Islamic-related knowledge that the teachers master and the subject overload. These two main issues are the main challenges to integrating the English materials into the Islamic boarding school curriculum.

Permatasari (2019), conducted a research entitle "Integrasi Pembelajaran

Bahasa Inggris Berbasis Pendekatan Islami". The findings of this study indicate that lecturers have taught English in Islamic contexts. But the teaching provided is only in a simple scope, besides that the lecturer still does not have a reference to teaching materials that are in accordance with the study program / department of the students being taught. The application of ESP (English for Specific Purpose) needs to be developed, in order to get the synergy between teaching materials for courses with study programs / student majors can be allied and balanced.

Wardani, Setia, Endahati (2019), conducted a research entitle "Animasi Media Pembelajaran Bermuatan Kearifan Lokal". The findings of this research are that the results of this multimedia animation integrative learning model integrate listening, speaking, reading and writing skills. The material is divided into three main points, namely semester 1, semester 2, and video lessons. The results of the validation of the content of the material and media stated that the media was good for application to students. The researcher shows some similarities and differences with the previous research. The similarities are both of them investigate the integration of English. The difference is that the previous research focus on the other subject. The researcher focus on the integrating English into P5 program of Merdeka curriculum at SMP Negeri Satap 2 Sangalla'.

METHODS

According to Creswell research design is a research plan and procedure that includes decision making ranging from broad assumptions to detailed data collection and analysis methods. The aim of research design is to ensure that the data collected makes it possible to decipher the research topic as clearly and in detail as possible (Creswell, 2018). In this research the researcher used a qualitative descriptive method. As per opinion Creswell, qualitative research is a type of research explore and understand meaning across a number of individuals or groups people who come from social problems.

FINDINGS AND DISCUSSION

English Learning Planning in P5

Extract 1: Determining Learning Activities

The researcher found from the results of observations that the guide for English teachers in integrating English into P5 is the P5 module from the Ministry of Education and Culture. First, the teacher determines what themes and dimensions will be implemented in the P5 module. Then the teacher sees whether the theme can be integrated with English. Then the teacher also pays attention to the elements and sub-themes and then adapts them to English. After that, the English teacher carries out the theme by integrating English into it.

Extract 2: Determining Teachers Involved in the Learning Process

What the researcher found from the results of observations was that this planning had been planned in advance. After determining the dimensions, themes and time allocation for activities from the P5 module, the teacher then divides the tasks. The division of assignments starts from which subjects are closest to the

theme to be implemented. So the teacher in charge of that subject is the teacher who will be responsible. From there the new English teacher will be able to integrate English into it.

The Use of English Learning Objects in P5

Extract 3: English learning materials

Researcher saw that English teachers taught vocabulary and grammar as English language materials that were integrated in P5. Teacher incorporate grammar and vocabulary learning into classroom activities. The teacher inserts several vocabulary words in each explanation into the P5 project from the opening of the class to the closing. Vocabulary that is often spoken by teachers is greeting words, "there are", "there is", did you remember, thank you, and so on. Then the teacher also provides training on grammar by asking students to translate several vocabulary words and arrange them into a sentence.

Extract 4: English learning media

Researcher found that teachers in the P5 learning process used several learning media. The learning media used include videos, YouTube, dictionaries, text English-based, pictures, books and MP3s. Teacher shows material from YouTube videos displayed via LCD to students in class. This media can help attract students' attention and make them focus on the learning material. Then teachers also use books, dictionaries and texts as media in teaching English. This media is used by teachers and students as a source of information formation, literacy development, and as an independent reference. The last media used by teachers in the learning process is MP3. This media is used by teachers to make it easier for teachers to provide direct examples regarding how to pronounce words in English. Also students can imitate and practice with the help of the audio.

Extract 5: English learning skills

Researcher saw that the English skills taught in P5 were speaking, listening, writing and reading skills. Teachers train students to develop speaking skills through discussions, communication and presentations using English. Students are trained in listening skills through the teacher's own voice, MP3, and through existing videos. Teachers also train students' writing and reading skills by providing texts and also asking students to write.

Learning Process

Extract 6: Opening Session

The researcher found that learning activities started from opening the class, students greeted the teacher by saying "good morning, sir" and the teacher responded with "good morning students". Then the teacher checks the students' attendance by calling their names one by one and the students answered using English "present, sir". And before continuing with the core activities the teacher first asks about the material from the previous meeting by saying "did you remember".

Extract 7: Core Learning Activities

Entering the core activity, the teacher first asks about the material at the previous meeting by saying "did you remember". In the core activity the teacher chose the theme P5 Build Your Body and Soul. In this theme the teacher teaches students how to wash their hands properly. Teacher deliver material by combining English and Indonesian. The teacher shows the steps for washing hands without wasting water. Then the teacher gives students the opportunity to come forward to present the steps for washing hands that have been explained previously. In this presentation, students are asked to use English.

Apart from the classroom, teachers also carry out this theme outside the classroom. Namely through gymnastics which is participated in by all students and even teachers every Friday morning. Through this exercise, the English teacher also introduces vocabulary about parts of the body. Then the teacher gives sentences in Indonesian and asks the students to translate them into English. Students are asked to come forward to write down their translation results and then correct them together with the teacher and other students.

Extract 8: Closing Session

The researcher saw that at the end of the class, the teacher reflected again on the subjects that had been studied and also made conclusions. Then the teacher gives a rote assignment to memorize at home and present to the class at the next meeting. To close the class, students say the closing sentence "thank you sir, see you". MD Berlitz said that English does not have to be studied only in English subjects, it can be studied in other subjects (The Berlitz Method for Teaching Modern Languages-English Part First Book.Pdf, nd). In line with this, researcher found that English teachers also taught English in the P5 program. In this research, researcher found more complex results than previous research, namely about how English teachers integrate English in P5. Researcher found that English teachers first plan how the learning process will take place. There are several steps for teachers to integrate English into P5, starting from preparation to the teaching and learning process in the classroom.

The research finding is in line with research conducted by (Auni et al., 2022) at the Islamic Boarding School about integrating English language material. Previous research found that English language material was integrated into the national and religious curriculum. According to Linah Pusfariawati, the collaborative nature of the P5 project makes English teachers challenged to creatively combine English subject competencies in a series of P5 project activities (Pusfariawati, nd). At SMP Negeri Satap 2 Sangalla, the English teacher combines English learning materials by integrating material from guidebooks and the P5 syllabus from the agreed Merdeka curriculum. The English teacher adjusts teaching materials to suit the planned P5 learning.

In line with Tomlinson who said that English learning materials refer to everything that can be used by teachers and students to facilitate learning. Learning materials can be in the form of videos, DVDs, emails, YouTube, dictionaries, books, photocopies of exercises, newspapers, photos, live lectures, instructions, student assignments, and discussions between students (Tomlinson, 211 CE). At

SMP Negeri Satap 2 Sangalla, English teachers also use learning media in the form of YouTube videos, dictionaries, texts, pictures, books and MP3s in English. Teachers are also more creative in choosing the media that will be used to deliver teaching and learning material in accordance with the focus and core of P5 learning that has been determined together with the school. From the results of observations, researcher also found that students were given the opportunity by the teacher to discuss English learning material. During discussions, students sometimes combine Indonesian and English.

One of Saepullatip's ways of integrating English into the classroom is by focusing learning on students with various projects provided (Saepullatip, nd). In accordance with what has been implemented at SMP Negeri Satap 2 Sangalla. In this way, English learning becomes more meaningful and collaborated in P5 activities as a whole and results in mastery of English language competence.

CONCLUSION

The researcher concluded that at SMP Satap 2 Sangalla' English is truly integrated into P5. How English teachers integrating are, first have a learning plan to carry out P5 teaching and learning activities. Then after that, English is included in P5 with materials, learning media and even English language skills that have been prepared beforehand. English begins to be integrated from the opening of the class, core activities, until the end of the closing of the class.

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