AN UNDERGRADUATE THESIS

THE TEACHERS' STRATEGIES FOR TEACHING SPEAKING SKILLS IN THE MERDEKA CURRICULUM AT SDN 1 SRITEJO KENCONO CENTRAL LAMPUNG

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1447 H / 2025 M

AN UNDERGRADUATE THESIS

THE TEACHERS' STRATEGIES FOR TEACHING SPEAKING SKILLS IN THE MERDEKA CURRICULUMAT SDN 1 SRITEJO KENCONO CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education (S.Pd)
In English Education Department

By:
ROHMI
Student Number : 2101053008

English Education Department
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Sponsor: Yeasy Agustina Sari, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1447 H / 2025 M

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APPROVAL PAGE

Title	: THE TEACHERS' STRATEGIES FOR TEACHING SPEAKING SKILLS IN THE MERDEKA CURRICULUM AT SDN 1 SRITEJO KENCONO
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APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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Dr. Much Deiniatur, M.Pd.B.I.
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Metro, May 28, 2025
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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
              of Rohmi

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Rohmi
Student Number   : 2101053008
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE TEACHERS' STRATEGIES FOR TEACHING SPEAKING
                    SKILLS IN THE MERDEKA CURRICULUM AT SDN 1
                    SRITEJO KENCONO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

The Head of English Education Departement

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                 Saudari Rohmi

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Rohmi
NPM   : 2101053008
Program Studi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : THE TEACHERS` STRATEGIES FOR TEACHING SPEAKING
                  SKILLS IN THE MERDEKA CURRICULUM AT SDN 1 SRITEJO
                  KENCONO

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.
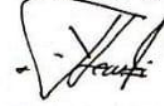
Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 28 Mei 2025
Ketua Program Studi TBI   Pembimbing

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RATIFICATION PAGE

No. B·2735/In.28.1/J/pp.00·9/07/2025

An undergraduate thesis entitled: THE TEACHERS STRATEGIES FOR TEACHING SPEAKING SKILLS IN THE MERDEKA CURRICULUM AT SDN 1 SRITEJO KENCONO CENTRAL LAMPUNG, Written by Rohmi, student number: 2101053008, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, Juni 24th, 2025 at 08.00 - 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Yeasy Agustina Sari, M.Pd.   (.........................)

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ABSTRACT

THE TEACHERS' STRATEGIES FOR TEACHING SPEAKING SKILLS IN THE MERDEKA CURRICULUM AT SDN 1 SRITEJO KENCONO CENTRAL LAMPUNG

By:

Rohmi

Speaking skills are very crucial in English language learning in primary school as students begin to express themselves in simple English. This research investigates the teaching strategies in Merdeka Curriculum, focusing on the implementation, types and reasons behind teacher use of these strategies. The aim is to provide insights to improve the quality of English language teaching.

The research employed descriptive qualitative method with data gathered through observation and interview techniques. Observations were conducted during the English learning process in class IV and V to see the strategies implemented in the classroom. Moreover, interviews were conducted with English teacher to explore what strategies were used and the reasons for using these strategies. The subjects in this research are English teacher who teach in class IV and V.

The findings show that teacher use various strategies such as Describing Picture and Role Play to promote students to be more active in speaking in English. These strategies are proven to build students' confidence and increase their participation in learning. This study emphasize the importance of using varied and student-centred strategies in teaching speaking, especially with the flexibility of Merdeka Curriculum to improve speaking skills effective.

ABSTRAK

STRATEGI GURU DALAM MENGAJARKAN KETERAMPILAN BERBICARA DALAM KURIKULUM MERDEKA DI SDN 1 SRITEJO KENCONO LAMPUNG TENGAH

Oleh:

Rohmi

Keterampilan berbicara merupakan hal yang sangat penting dalam pembelajaran bahasa Inggris di sekolah dasar, karena siswa mulai mengekspresikan diri mereka dalam bahasa Inggris sederhana. Penelitian ini menyelidiki strategi pengajaran dalam Kurikulum Merdeka, dengan fokus pada implementasi, jenis, dan alasan di balik penggunaan strategi ini oleh guru. Tujuannya adalah untuk memberikan wawasan untuk meningkatkan kualitas pengajaran bahasa Inggris.

Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi dan wawancara. Observasi dilakukan selama proses pembelajaran Bahasa Inggris di kelas IV dan V untuk melihat strategi yang diterapkan secara langsung di dalam kelas. Sementara itu, wawancara dilakukan dengan guru Bahasa Inggris untuk menggali strategi apa yang digunakan dan apa alasan menggunakan strategi tersebut. Subjek dalam penelitian ini adalah guru Bahasa Inggris yang mengajar di kelas IV dan V.

Hasil penelitian menunjukkan bahwa guru menggunakan berbagai strategi seperti Describing Picture dan Role Play untuk mendorong siswa lebih aktif berbicara dalam bahasa Inggris. Strategi-strategi ini terbukti dapat membangun rasa percaya diri siswa dan meningkatkan partisipasi mereka dalam pembelajaran. Penelitian ini menekankan pentingnya penggunaan strategi yang bervariasi dan berpusat pada siswa dalam pengajaran speaking, terutama dengan adanya fleksibilitas dari Kurikulum Merdeka untuk meningkatkan kemampuan berbicara secara efektif.

Kata kunci: *Strategi Guru, Pengajaran Keterampilan Berbicara. Kurikulum Merdeka*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Rohmi

Student Number   : 2101053008

Department   : English Education

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States that this undergraduate thesis is originally the result of the researchers research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, May 28th 2025

The Researcher

Rohmi

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ORISINALITAS PENELITIAN

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagiab-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, May 28th 2025

The Researcher

Rohmi

St.ID. 2101053008

MOTTO

<div dir="rtl">

وَقُوْلُوْا قَوْلًا سَدِيْدًاۙ

</div>

"Speak the word of truth"

QS. Al-Ahzab: 70

"What feels like a burden today will one day become the blessing in disguise that made you who you are"

(Rohmi)

DEDICATION PAGE

This undergraduate thesis specially dedicated to:

1. Allah Almighty, who has allowed and trusted me to complete my thesis.

2. Myself, who is very strong and brave to pass the world game.

3. My beloved Parents, Mr. Partoyo Mrs. Riah, who has been fully responsible and motivate me.

4. Mrs Yeasy Agustina Sari, M.Pd, as my thesis supervisor who has guided, supported, and provided valuable input during the process of completing this thesis.

5. My beloved family, Thank you for your endless love, prayers, and support during my academic journey.

6. My best friends, Thank you for your laughter, motivation, and friendship during the ups and downs of my thesis process.

7. For my lecturers at IAIN Metro who always provide positive knowledge and amazing experiences.

8. And, IAIN Metro and my almamater State Islamic University.

ACKNOWLEDGEMENT

Thanks to Allah SWT who has been giving the researcher grace and blessings so that the researcher can complete this undergraduate thesis. It is entitled "The Teachers' Strategies For Teaching Speaking Skills In The Merdeka Curriculum at SDN 1 Sritejo Kencono" Sholawat and greatings also deliver to our prophet Muhammad SAW who guide us from the darkness until the lightness.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Prof. Dr. Ida Umami, M.Pd.,Kons., as the Rector of IAIN Metro Lampung.

2. Dr. Siti Annisah, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Dr. Much Deiniatur, M.Pd.B.I as the head of English Education Study Program of IAIN Metro Lampung.

4. Yeasy Agustina Sari, M.Pd, the sponsor who given the researcher, advice and suggestion for this undergraduate thesis.

5. All the lecture in English Education Department, who always give knowledge and information.

6. Suryati, S.Pd. as the principal of the school where I conducted my research. and also all teachers of SDN 1 sritejo kencono who have given the opportunity to researcher to conduct this research.

7. My parents, all of my family, my friends who always support, motivate, inspire, and pray for me during the process of writing and counseling this undergraduate thesis.

As a human being, the researcher realizes that there are weaknesses in this undergraduate thesis. The researcher apologizes for any writing errors. The researcher hopes that this undergraduate thesis can be useful for all readers.

Metro, 28 Mey 2025
The researcher

ROHMI
Student ID: 2101053008

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CHAPTER 1

INTRODUCTION

A. Background of the Study

The teaching of speaking has become a major concern in many English language programs, especially within the context of the Merdeka Curriculum, which promotes student-centred learning and emphasizes the importance of effective communication in a variety of contexts. Speaking skills are essential for students to express their ideas, opinions and feelings with confidence in English. Therefore, English teacher are expected to design appropriate and engaging strategies that help students develop their fluency, pronunciation, and communicative competence.

However, in practice, many teachers face challenges in teaching speaking because of the different levels of students English proficiency. At SDN 1 Sritejo Kencono, for example, the students come from different backgrounds and show varying levels of proficiency in speaking English. These differences require teacher to adapt teaching strategies that can adapt to all students and promote active participation in speaking activities.

The teacher need to use strategies that are not only creative and student-centred to overcome this challenge, but also relevant for primary school students. Raiser et al. argue that the use of varied strategies can help achieve learning

objectives more effectively. In the context of speaking, teacher should be flexible in implementing strategies that can develop students' confidence and language development.[1] Those strategies are Describing Picture, and Role Play, which have been proven effective in encouraging students to speak actively and express their thoughts in English.

The researcher doing observation on Monday, 2 September 2024, at SDN 1 Sritejo Kencono, showed that the English teacher implement speaking strategies based on students' needs and skills. The teacher, Wulandari, use several strategies to increase students speaking skills. For example, the Describing Picture strategy is used to help students describe visual objects spontaneously, increase their vocabulary and build the ir thoughts. In addition, Role Play are implement to practice students speaking in relevant contexts, grow their creativity, and build their confidence in using English interactively.

These strategy is consistent with the principles of Merdeka Curriculum, which promotes student participation, independent thinking, and contextual learning. By implementing these strategy, the teacher create a positive and active learning environment that supports the development of students speaking skills.

The researcher has chosen SDN 1 Sritejo Kencono as a research location because of the school's innovative strategy in implementing teaching strategies that are consistent with the objectives of Merdeka Curriculum. Through this

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[1]Raiser, et all, *Instructional Design: A Systems Approach*, (2008)

study, the researcher aims to investigate how teacher implement strategies such as Describing Picture, and Role Play in the teaching of speaking, and how these strategies affect students speaking performance. The results of this study are expected to provide knowledge about effective speaking instruction at the primary school level and contribute to the development of teaching practices within the Merdeka Curriculum.

B. Research Focus

This research investigates the teaching strategies in Merdeka Curriculum, focusing on the implementation, types and reasons behind teacher use of these strategies. The aim is to provide insights to improve the quality of English language teaching.

C. Research Questions

Based on the research focus, the research questions are:

1. How are the teacher strategies implemented in teaching speaking?
2. What types of strategies are used by the teacher in teaching speaking?
3. Why does the teacher use those strategies in teaching speaking?

D. Objective of the Research

The objectives of this research related to the Research Questions are:

1. To describe the Implementation of strategies used by the teacher in teaching speaking.

2. To Investigate the strategies used by the teacher in speaking.

3. To Analyze the reasons of using those strategies in teaching speaking.

E. The significance of the research

1. Theoretically

    The results of the research will support theoretical knowledge about how teachers teach speech in the classroom. In addition, the researcher hopes that this research will be useful for others conducting general research.

2. Practically

    a. For teachers

        The results of this research give details and an overview of English language teaching strategies.

    b. For students

        The research results will help students speak and learn English better.

    c. For researchers

        The results of this research can be used by other researchers to conduct additional research on teachers' strategies in teaching speaking.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Strategies

a. Definition of Strategies

Strategy is a plan to achieve something or someone. An action that teachers and students must complete to achieve a goal and ensure that the activity is successful is referred to as a strategy when discussing the teaching and learning process. The Greek term 'strategia,' which refers to generalship or the art of warfare, is the origin of the word 'strategy'. Strategies for teaching speaking can be considered as a collection of plans to improve students speaking during the teaching and learning process in the classroom[2]. This means that the use of strategies is needed in teaching speaking because strategies will make it easier for teachers to teach students, and strategies are a guide for teachers in teaching speaking in the classroom.

Strategy is the process of a person to make a plan that has a purpose to help focus and help achieve the expected results. Strategy is a form of planning that integrates goals, policies, and also a series that can

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[2]Rianingsih. R., *The teacher strategies in overcoming student's difficulties in speaking at English Intensive Program of MA An-Nur Cirebon*, (2015) p. 6

unite us into a unified world. A world where the strategy is a well formulated or formulation, so that it can help the preparation of resources from the company or organization in order to survive the tight competition.

Strategy is an important component to achieve the goals that have been targeted. Henry Mintzberg defined strategy as a pattern in a stream of decisions to contrast with a view of strategy as planning[3]. Victor, et all, argue that Strategies are the methods chosen to convey learning methods in a particular learning environment. While the learning strategy includes the nature, scope, and sequence of learning activities that can provide learning experiences to students[4]. Based on Alim Sumarno, the definition of strategy can be interpreted as an activity that is chosen by the learner or instructor in the learning process that can provide facilities for students to achieve certain predetermined learning goals.

Based on the definition from some experts above, strategy is a planning process to achieve the goals to be achieved. Strategy is also an important component that must be in the learning process. Through this strategy, it is also easier for teachers and students to cooperate.

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[3]Mintzberg. H., *Patterns in Strategy Formation. Management Science*, (1978) p.934-948.
[4]Victor, et all , *Teaching and Media: A Systematic Approach*. (Prentice Hall. 1980) p.241

2. **Teaching Strategies**

   a. **Definition of Teaching Strategies**

   Teaching strategy is a plan for a general lesson that includes the structure, instructional objectives, and an outline of the planned strategies needed to implement the strategy. Jerin C. Issac also explains that teaching strategies are teacher behavior that are manifested in the classroom, the developments of the teaching strategies, giving proper stimulus for timely responses[5]. Strategies are used to get success or success in achieving goals. Strategy is different from the method, the strategy refers to a plan to achieve something, while the method is a way that can be used to implement the strategy. In other words, strategy is a plan of operation achieving something. While the method is a way in achieving something.

   According to David, in an education context, the strategy is a plan, method, or series of activities designed to achieve a particular educational goal[6]. Teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently.

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[5]Jerin. C. I*., Methods and Strategies of Teaching: An Overview*. (Pondicherry University Press). (2010) P.4

[6]David, J.R, *Teaching Strategies for College Class Room*, (1976) p.3.

Based on the definition above, it can be concluded that a teaching strategy is a plan prepared by the teacher to achieve specific learning objectives. A learning strategy is a way of organized learning activities by combining a sequence of activities, tools, materials and time so that learning objectives are achieved effectively. This research focuses on teachers' strategies in teaching speaking, which is to identify and explain the strategies teachers use in the classrooms.

b. Types of Teaching Strategies

There are many types of the strategies used in teaching speaking proposed by some experts are activities such as role-playing, practice, games, drawing, and storytelling.

1.) Role Play

Harmer stated that role play is an activity where students are asked to pretend to be in a social context and various social roles[7]. The activity involves students in playing roles that they would not play in real life. Social roles in different areas are chosen based on the needs of the students, this type of learning provides students with social experiences of how to perform roles in specific communication contexts. Students pretend to be other

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[7]Harmer, J. *The practice of English language teaching*, United Kingdom: Longman Pearson Education Limited (2007) p.399-415

people involved in certain situations. Role-playing is actually one of the ways to give students the opportunity to practice improving their speaking skills in the classroom.

Role playing for improving student conversation. Students play a range of social roles and act out diverse social scenarios. Suring role playing exercise, the teacher tells the students things about themselves and their thoughts and feeling. Activities such as role plays ask students to act as though they are in a different situation.

This strategy involves five steps: identifying the situation, adding details, assigning roles, acting out the scenario, and discussing what has been learned.

2.) Describing Picture

Describing pictures is considered an easy way to teach speaking skills to students who are at a beginner level in learning English. By looking at pictures, students are expected to easily remember the pictures shown to them. During this time, students' brain development is at its very best. Therefore, it should be maximally utilised in the learning of foreign languages, especially in the learning of speaking skills.

Hornby asserts that pictures are descriptions that give students an idea of what something looks like[8]. This means that the strategy of describing pictures makes it easier for students to remember and understand new vocabulary. Giving a picture to a person speaking as part of a speaking exercise is another way to use a picture. Student to describe the image's subject. Students can work in groups for this exercise, and each group will receive a unique picture.

In describing a picture involves summarizing what is seen, explaining object positions, and making guesses about its content and context.

3. Teaching Speaking Skills Strategies

a. Definition

Speaking skills teaching strategies refer to various approaches, techniques chosen by teachers to help students master speaking skills in the target language, for example English. Speaking is one of the productive skills in language that demands the ability to produce language spontaneously and interactively. Due to its direct nature, speaking often causes anxiety in students. Therefore, strategies for

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[8]Hornby, *Advanced Learner Dictionary*, (Wallon Street, Oxford University press, 1995) p.516

teaching speaking focus on providing a supportive environment and creating opportunities for students to practice speaking actively.

b. Types of Learning Styles

Student learning styles are very diverse, there are many types of student learning styles. according to Bobby De Potter there are two types of learning styles, namely[9]:

1.) Visual Learning Style

The visual learning style is when someone understands information better through pictures. Students with this style remember images well and learn more easily with visual materials such as colours and illustrations. They may take time to visualise ideas, which helps them understand better. This style can enhance learning and make studying more effective.

2.) Kinesthetic Learning Style

The kinesthetic learning style is learning through movement and hands on activities. These students understand better when doing experiments, simulations, or physical tasks. They focus more and remember lessons easily when they move. Touch and movement help them learn, so practical activities are very effective. since each

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[9]Potter. B. D., *Quantum Learning: Unleashing the Genius in You*, (1992) P.110-120

student learns differently, it's important to use various methods to meet all learning needs.

4. **Curriculum Merdeka**

    a. **Definition of Curriculum**

Curriculum comes from the Latin word 'curriculae' which means the distance a person must take, which is then defined as a student's learning journey. Taba argues that the curriculum is a structured learning plan based on an understanding of how students learn and develop[10]. This means that the curriculum not only includes subject matter, as well as learning methods and strategies that are adapted to the needs of students to achieve meaningful learning.

In addition, Marsh states that the curriculum includes all learning experiences planned by the school, whether it happens under direct or indirect control[11]. This includes all experiences that help students acquire knowledge and skills, both in the school environment and throughout life. Therefore, it reflects the overall process of student learning in various contexts.

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[10]Taba. H., *Development of Higher Education Curriculum*, (2015) p.4.

[11]Marsh. C. J., *Key Concepts for Understanding Curriculum* (London: RoutledgeFalmer, 2004) p5

Based on the explanation above, the curriculum can be concluded as educational programs that include material and learning experiences that are planned regularly based on accepted standards. The curriculum acts as the main reference in the learning process so that teachers and students can achieve educational goals in a clear, directed and effective manner

b. **Definition of Merdeka Curriculum**

Merdeka curriculum is a curriculum that provides flexibility for students to understand concepts and develop skills through learning that is varied and as needed. This curriculum, according to BSNP, allows teachers to choose learning strategies that are most suitable for students. Launched by Education Minister Nadiem Makarim as an improvement to the 2013 Curriculum, Merdeka Curriculum aims to improve the quality of the nation's next generation.

Hamdani claims Merdeka Curriculum as a learning program that practices independent thinking, while Baderan says it gives schools, teachers and students the flexibility to think and innovate creatively and responsibly[12]. This shows that Merdeka Curriculum does not only focus on achieving academic grades, it also promotes the development of each

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[12]Baderan, et all, *Design Thinking: Building the Golden Generation with the Concept of Independent Learning*, (Andi Offset, 2020) p.13

student's way of thinking, character, and unique potential. According to Dr. Howard Gardner's multiple intelligences theory, each child has different kinds of intelligence that can be developed with proper support[13]. This idea is reflected in the Merdeka Curriculum, which promotes the recognition and development of students' individual strengths.

c. **Advantages of the Merdeka Curriculum**

The advantages of the Merdeka Curriculum according to Hamdani are as follows[14]:

1. Simpler and deeper

The Merdeka Curriculum focuses on essential material. Learning that is not rushed makes students understand the material better and more interesting.

2. More independent

Teachers are given the flexibility to design learning based on students' needs and the results they want to achieve.

3. More relevant and interactive

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[13]Gardner. H., *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983).

[14]Hamdani, *Implementation of Merdeka Curriculum Development in Junior High School*. Literacy Nusantara Abadi. (2022) p.36

Learning activities are more relevant and exciting, so students are more active and able to develop their skills.

B. **Review of Previous Research**

The researcher has reviewed several previous studies on teachers strategies in teaching speaking in English language learning. These studies provide an illustration of the different strategies used by teachers and how these strategies impact on students speaking.

Research conducted by Yeasy Agustina Sari (2016) entitled "Teachers' Strategies In Correcting Students' Errors In Classroom Interaction" examined the strategies used by teachers in dealing with student errors during speaking activities in ten junior high schools. Using descriptive qualitative method, the study highlighted that vocabulary errors were the most common, and teachers often used explicit correction and rearrangement strategies. The findings emphasize that oral correction is considered effective in improving students' speaking ability when tailored to their understanding and feedback preferences. This research is relevant as it underlines the importance of responsive teaching strategies in improving speaking[15]. However, Sari research focus on error correction in a junior secondary school context, this research explores strategies for teaching speaking skills in the Merdeka Curriculum at SDN 1 Sritejo

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[15]Sari. Y. A., *Teachers' Strategies In Correcting Students' Errors In Classroom Interaction,* (2017)

Kencono, answering unique challenges and innovative strategies appropriate for primary school students.

Research conducted by Razi, et all (2021) entitled "Teachers Strategies in Teaching Speaking Skill to Junior High School Students". investigated the strategies that English teachers use to improve students' speaking skills. Using a descriptive qualitative approach, this study found that the strategies often used include discussion, drilling, role play, storytelling, and picture description. Media such as songs are also used to support the learning process. The results showed that students responded positively and found the strategies effective. This study is aligned with this research as it emphasize the importance of teacher creativity and attention to students' needs in choosing appropriate strategies[16]. However, the focus is on junior high school students, the findings provide a beneficial insight into the implementation of speaking teaching strategies in Merdeka Curriculum at SDN 1 Sritejo Kencono.

Research conducted by Mulyanti, et all (2021) entitled 'Teachers' Strategies in Teaching Speaking in Senior High School" examined teachers' strategies in improving students' speaking skills at SMAN 5 Palu. Using a qualitative descriptive approach, data was collected through interviews and questionnaires. The results showed four main strategies: role play, interview, picture description, and storytelling, with role play being used most often as it is

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[16]Razi, et al., *Teachers Strategies in Teaching Speaking Skill to Junior High School Students*. (2021)

able to involve many students actively. This research emphazises the importance of diverse and interactive learning strategies to improve students' speaking ability as well as motivation[17]. While focusing on high school students, the findings provide insights for this research in implementing strategies such as role play and picture description in Merdeka Curriculum at SDN 1 Sritejo Kencono to improve the speaking skills of primary school students.

Research conducted by Mukhibbah, et all (2024) entitled "The Six Thinking Hats (STH) Strategy to Improve Students Speaking Achievement in Merdeka Curriculum". examined the effectiveness of the STH strategy in improving students' speaking skills. Using a class action research method on 36 class X students at SMA 5 Wachid Hasyim Surabaya, the results showed a significant increase: from 64% of students who reached the KKM in the first cycle to 86% in the second cycle. This strategy promotes diverse perspectives, makes learning more interactive and minimises students' anxiety when speaking[18]. In addition, although there are challenges such as teacher preparation and students' ability differences, this strategy is in alignment with the Merdeka Curriculum's goal of growing critical thinking and speaking skills. The findings inspired the implementation of innovative strategies in learning to speak in primary schools, particularly at SDN 1 Sritejo Kencono.

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[17]Mulyanti, et all., *Teachers' Strategies in Teaching Speaking in Senior High School*, (2021)
[18]Mukhibbah, et all., *The Six Thinking Hats (STH) Strategy to Improve Students*, (2024)

CHAPTER III

RESEARCH METHODS

A. Types and Nature of Research

The type of scientific method used to test valid data is called a research method[19]. The research conducted in this study used a descriptive qualitative research approach. Sugiyono asserts qualitative research methods are methods that use open instruments, which are also called triangulation. The findings in this study show differences from the results of generalisation and qualitative data analysis. This qualitative research is descriptive in nature, meaning that the research was conducted to describe or explain systematically, accurate, and factual about a particular phenomenon. The researcher describe the phenomena that occur in accordance with the existing reality.

Based on the explanation above, the researcher use qualitative research because the research subject is more appropriate when using qualitative research. In addition, this research directly went to school to collect data at the research location, where the researcher conducted research at SDN 1 Sritejo Kencono School because the researcher wanted to get the information   needed. That mean the researcher collects data directly through the recitation of questions that the researcher asks to related parties, then the answers are presented to prove the researcher data.

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[19]Sugiyono, *Educational Research Methods* (Bandung: Alfabeta, 2016), p.6.

The results of the analysis can be presented in the form of a description. Based on these facts, researcher conducted research to find out the root of the problem. After that, the researcher make graphic and compare it with previous research conducted by other researchers. Qualitative research findings are presented in the form of a written report. The questions usually start with general questions, then become more specific and detailed. Generally, because the researcher provides the widest possible opportunity, participants can see the results and conclusions without having to interact with the researcher. The information provided by the subjects is then filtered according to several researchers[20].

Based on the above opinion, in the context of this research, this research assesses Teacher Strategies on Teaching Speaking in Merdeka Curriculum at SDN 1 Sritejo Kencono.

B. Data Resources

The data source is the subject from which the data is received by a researcher. The researcher collect data using interview as the source of data is an information. The interview conducted by researcher in this research is the teacher at SDN 1 Sritejo Kencono,

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[20]Raco. J., *Qualitative Research Methods Types, Characteristics and Advantages*, (2010), p.33-37

In this research, the researcher use two sources of data in qualitative research, namely primary and secondary sources.

1. Primary Sources

    The primary source in this research is English teacher at SDN 1 Sritejo Kencono. The data to be collected from this primary source is information related to the strategies used by teacher in teaching speaking skills to students, as well as their experiences and views on the implementation of Merdeka Curriculum in teaching speaking. Data was collected through direct interviews with English teacher.

2. Secondary Sources

    Secondary sources in this research are data collected from articles, journals, books, research reports, and other documents relevant to the research topic. This secondary data was support the analysis of speaking teaching strategies in Merdeka Curriculum and provide theoretical context or previous research findings that can strengthen or compare the results found in this study[21].

C. Data Collection Technique

According to Sugiyono data collection techniques are the most strategic step in research, because the main purpose of the research is to obtain data. Data

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[21]Damanik. D., *Qualitative Research Methods.* (2018)

collection in this study was be carried out by researcher by plunging directly into field and acting as the main instrument. The researcher collected data using observations and interviews as follows[22]..

1. Observation

Observation is the process of collecting direct and open information by observing people and places at the research location[23]. Observation is conducted to get direct data on how speaking teaching strategies are implemented in the classroom. The researcher will observe the learning process, whether it is the preparation made by the teacher, the implementation of speaking activities, or the giving of feedback after the activity. This observation aims to directly see the interaction between teacher and students and how the teaching strategies are implemented in practice.

a) Data to be Collected

The data to be collected through observation includes several important aspects related to the speaking teaching strategies used by the teacher, such as role play and question and answer techniques. The researcher also observed how the teacher prepared the students before the speaking activity, how the speaking activity is implemented, and how

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[22]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta. 2016) p.62

[23]Creswell, J.W., *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (2012) P.213

the teacher gives feedback after the activity. In addition, the researcher also collect data on the students' characteristics as well as their interactions during the lesson, to provide a more complete picture of the effectiveness of the strategies applied.

b) How to collect data

Data was collected through direct observation in the classroom during the teaching process. The researcher has note important information seen during the observation, such as how the teacher manages the class and implements speaking strategies. In addition, interviews with teacher have also been conducted after the observation to learn more about the challenges teachers face in teaching speaking skills and the reasons behind the selection of strategies used. These two methods will be used to check the validity and accuracy of the data through a triangulation.

c) Reason for Data Collection

This data collection aims to understand how speaking teaching strategies are implemented in Merdeka Curriculum and how it effects students speaking skills. Observation allows researcher to directly see the implementation of strategies in the field, while interviews help to explore the reasons and challenges faced by teacher. by collecting data through

observations and interviews, the researcher can analyze the success and challenge in teaching speaking skills, as well as provide recommendations for the improvement of learning methods in the future.

2. Interview

Interviews are conducted to explore more in depth information about the strategies used by teacher in teaching speaking skills in the Merdeka Curriculum. This interview was conducted with the English teacher at SDN 1 Sritejo Kencono. In the interview, the researcher follow the prepared interview guide, which includes three main questions to explore the teaching strategies used, how the teacher implements strategies, and the reasons behind choosing strategies. The interviews were structured, with pre-set questions, and the results were noted to be analyse at a later time.

D. Data Validity Techniques

Triangulation is used to determine the validity of the data. Sugiyono assert that triangulation is defined as a data collection technique that combines various data collection techniques and data sources that already have[24]. Triangulation is used to determine the validity of data from research data sources. In this research, researcher used triangulation technique. The triangulation technique is used to check the validity of data from several data collection methods.

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[24]Sugiyono, *Education Research Methods: Quantitative, Qualitative, and R&D Approaches* (2017) p.306

The researcher used data sources for triangulation. Information from observations, interviews, and collected data has been double-checked by the researcher. by contrasting data gathered with training and techniques, the researcher used triangulation. The source of data are the English teacher at SDN 1 Sritejo Kencono.

E. Data Analysis Technique

For qualitative research, the data analysis technique is used. The results cannot be classified by statistic, it can interpret phenomena and come to systematic conclusions. This ensures that both the data and the process are found to be valid and systematic processing. Reduction, presentation, and drawing conclusions on the data obtained is the rule of data analysis that refers to the model analysis to obtain interpretable data. the process that referred to are as follows.

1. Data Reduction

Data reduction is the process of summarizing and reviewing data to focus on important points, making it easier for the researcher to analyze. As qualitative data changes, reduction must be done continuously until the research is completed. By identifying the results of teacher interviews in this study, the researcher selects relevant data.

2. Data Presentation

Data is presented in qualitative research through diagrams, graphs, or brief explanations to facilitate interpretation of the results. The presentation must be relevant to the research question and focus on the subject matter. In this research, the data is presented descriptively based on interviews and observations, clearly structured for easy understanding. This helps analyze teachers' strategies in teaching speaking skills according to Merdeka Curriculum, by ensuring the data is valid and relevant for reliable results.

3. Drawing Conclusion

This conclusion is a new finding that has not been made before and aims to clarify unclear findings. As the conclusion is the most important piece of information presented, responsibility for the conclusions drawn is an important component of the data presentation. Thus, in making the findings available for consideration, the conclusions explain the researcher's perspective on the situation. In this research, the researcher draws conclusions based on data presentation with the following steps: first, collecting data through interviews and observations, then selecting, identifying, and focusing data according to the research focus, and research questions. second, presenting the data in clear and appropriate sentences, then drawing conclusions based on the data that has been presented.

CHAPTER 1V

RESULT AND DISCUSSION

A. **Research Setting**

SDN 1 Sritejo Kencono is a primary school located in Sritejo Kencono Village, Central Lampung District. The school was established on 1 January 1910 and has a long history in education in the area. Currently, SDN 1 Sritejo Kencono has a B accreditation status and is lead by a principal named Suryati, S.Pd. The school's vision is to be a school that is excellent in character building, education quality and environmental concern. The school's mission includes religious values, active and fun learning, development of critical thinking and literacy, and cooperation between the school, parents and the community.

The total number of students at SDN 1 Sritejo Kencono is 116. With this number, the school has a conducive learning environment for active learning, including the development of speaking skills. This school was chosen as the research location because it has implement Merdeka Curriculum and the English teacher at the school use various strategies in teaching speaking. This is in accordance with the focus of the research entitled "The Teachers' Strategies for Teaching Speaking Skills in the Merdeka Curriculum," so SDN 1 Sritejo Kencono is a relevant location to be used as a research object.

B. **Research Result**

The researcher divided the Results into three sections, each of which answers the research questions of this research. The first part is how the strategies are implemented in the classroom, the second part is what strategies are used by the teacher, and the third part is the teachers' reasons for using these strategies. Data were collected through observation and interviews. The data focus on the teaching of speaking for grade four and five students in the context of the merdeka curriculum. In this chapter, the researcher describes three main elements: research findings and discussion.

1. **The Implementation of Strategies Used by the Teacher in Teaching Speaking**

Based on observations and interviews, researcher found out about the learning process of fourth and fifth grade teacher at SDN 1 Sritejo Kencono. The explanation includes learning steps, teacher and student interactions, and student responses and participation.

In class IV, the teacher comes into the classroom and sits down. The class leader leads the prayer: Class leader: Please pay attention, let's pray before learning, 'Let's start praying based on our own believes'. Class leader: The prayer is finished, "give greetings to the teacher", then they say greetings to the teacher, "Assalamu'alaikum Warahmatullahi Wabarakatuh Miss" and

the teacher answers "Walaikumssalam Warahmatullahi Wabarakatuh Students". This activity creates a conducive situation as a starter before the learning begins. After the prayer and greeting, the teacher continued the activity by greeting the students using English, "Good morning, students! How are you today?" Students responded enthusiastically, 'Good Morning Miss, I am fine, What about you?', then the teacher replied, 'I am fine too, Thanks', and then the teacher did the attendance to know the students' attendance that day. The teacher called the students' names one by one and noted their attendance carefully. Students responded with English, "Present Miss". After ensuring all students are present or noting absent students, the teacher invites students to do ice breaking to melt the situation and prepare the focus of learning. Furthermore, the teacher reviews the previous material by asking some short questions to activate students' memory and connect with the new material to be learned. The teacher then explains the learning objectives of the day and uses learning media such as Student Worksheet to get students' attention.

The teacher then asks the students about how they come to school, whether they use a bus, car, bicycle or motorbike. This question is used to relate students' daily experiences with the learning material about the types of transportation in English. The students then answer that some use buses, bicycles, motorbikes, and some use cars to come to school. After listening to

the students' answers, the teacher continues by explaining that the material to be discussed today includes vocabulary and sentences related to types of transportation in English. and the teacher continues by asking how they are one by one to create a close and relaxed situation. The teacher then invites the students to do an introduction by showing some pictures of transportation tools such as buses, bicycles, motorbikes, and cars that have been prepared in the LKS (Student Worksheet). The teacher asks the students, "What is this?" while showing the pictures, and the students answer, "Bicycle," 'Motorcycle," 'Car," or "Bus". The teacher then explains the learning objective of the day, which is for the students to be able to mention how they go to school using simple sentences in English. The teacher then explains the lesson objective of the day and use learning media such as the LKS (Student Worksheet) book to attract students' attention.

The teacher then instructs the students to open the student worksheets as materials to discuss today. The teacher and students pronounce the vocabulary about transportation in English together. The teacher first modelled the pronunciation of the names of the vehicles, then the students followed together. After the activity, the teacher gives example sentences such as "I go to school by motorcycle". The teacher explains that the sentence structure is used to express the means of transport used to get to school. After it is considered clear enough. The teacher gives the students the task to make

sentences based on their own experience, for example 'I go to school by motorcycle'. Furthermore, the teacher asks the students to have a conversation with a peer, where they ask and answer each other about the transport used to go to school.

After that, students are asked to pair up to have a conversation in front of the class, with the aim of practising their speaking skills. The teacher called several pairs of students in turn to come forward and practice the dialogue about the transportation they use to go to school. After several students have presented and the teacher considers that the students have understood the material well enough, the teacher reviews what has been learn that day. The teacher summarised that the material learn included vocabulary about transportation, the use of simple sentences such as 'I go to school by...' as well as the practice of simple conversations to practice speaking skills. Furthermore, the teacher asked the students if they had understood the material, and the students answered that they did. The teacher then talked a little bit about the material that would be discussed in the next meeting. Because the learning time was finish and the material was considered sufficient, the teacher closed the teaching and learning activities with a closing greeting, 'Assalamu'alaikum Warahmatullahi, see you students. and students answered Walaikumsalam Warahmatullahi Wabarakatuh see you too miss.

In class V, at the beginning of the activity, the teacher came into the classroom with a smile and greetings, 'Assalamu'alaikum wr. wb, students.' Students answer, 'Wa'alaikumussalam wr. wb, Miss.' The teacher then invited the class leader to lead the prayer. the leader said, 'Friends, let's pray before learning,' and all students prayed according to their own religion. after that the leader said 'prayer is over'. then the teacher greeted the students with 'good morning, students, how are you today' then all students answered enthusiastically, 'I'm fine, thank you. And you?' The teacher responds, 'I'm fine too, thank you'. Then the teacher did ice breaking activities such as simple movements while mentioning English vocabulary, for example: 'Touch your head!', "Clap your hands!", and students followed the instructions while laughing. The class environment became more lively and excited. After that, the teacher started checking attendance by calling the students' names one by one. Students responded with, 'Present Miss!' The teacher carefully noted who was present or absent. Then, the teacher invited the students to get ready to continue to the next learning activity.

The teacher asks the students about their self-identity data, such as age, weight, and height. This question was use to relate the students' selfexperience with the material to be discussed. Some students answered enthusiastically, for example one said that she was ten years old, her weight was thirty kilograms, and her height was one hundred and twenty centimetres.

The teacher explains that today they will learn about how to convey personal information in English, including mentioning age, weight, and height with the right sentence structure. The teacher then relates the question to the material to be learn today, which is About Myself. The teacher explains that this material aims to make students able to introduce themselves in English, including mention their age, weight, height, as well as other personal information with simple sentences. Then, the teacher gives examples of self-introduction sentences in English, such as 'My name is Wulan. I am 27 years old. My weight is 65 kilograms. My height is 155 centimetres. The teacher explains that the sentence structure is used to introduce ourselves and convey personal information simply and properly in English.

Then the students were asked to compose sentences as exemplified by the teacher, i.e. about their age, weight, and height in English. If there are students who do not know the vocabulary in English, they are allowed to ask the teacher directly. The teacher also actively attended to students' needs by going around from the front to the back of the class to make sure that all students understood the instructions and had no difficulty. Once the students had finished making the sentences, the teacher gave the students 10 minutes to read the sentences they had made. If there are students who have difficulty in reading or pronunciation of the sentence, the teacher is pleased to help coach them on how to pronounce it. Once the 10 minutes has passed, the teacher

asks the students to pair up with their seatmates and make up a conversation based on the sentences they have made. The teacher gives extra time for the preparation of the conversation. Then, the teacher choose a few pairs of students to come to the front of the class and present their conversations to their classmates.

Examples of dialogues practised by students are as follows:
Nisa: Hi Bella

Bella: Hello Nisa

Nisa: Bella, how old are you?

Bella: I am 12 years old

Nisa: How much do you weight?

Bella: I am 45 kilograms

Nisa: How tall are you?

Bella: I am 150 centimeters

The teacher and students appreciate the brave and effort of the students who have dared to dialogue in front of the class. The teacher then reviews the key points of today's lesson, namely about myself in English by stating their age, weight, and height using the correct sentence structure. Next, the teacher asks the students if they have understood the material learnt today, and the students respond that they have understood. The teacher then gave a little overview of the material to be learn in the next meeting so that students could prepare themselves in advance. Because the learning time was finish and the material was considered sufficient, the teacher closed the teaching and

learning activities with a closing greeting, 'Assalamu'alaikum wr. wb, see you students. and students answered Walaikumsalam wr. wb. see you too miss.

Based on observations in class four and class five, it can be concluded that the teacher succeeded in creating an interactive and fun learning environment. Students are actively included through activities such as making sentences about themselves, conducting simple conversations, and describing pictures relevan to the material. These activities not only increase students' speaking skills, but also develop their confidence in using English. Through a varied approach, students are able to understand the material well and more easily apply what they have learn in real situations.

2. **The Strategies Used in Teaching Speaking Skills**

Based on the implementation, the researcher concluded that the teacher used several strategies in the learning process to increase students' speaking skills. These strategies include Describing Picture, Storytelling, and Role Play. Each strategy is applied in different classes based on the material objectives to be achieved.

1) Describing Picture.

In Grade 4, the teacher implemented the Describing Picture strategy to teach vocabulary about different types of transportation. The teacher shows pictures of transportation to the students and asks them to

describe the pictures in English. Students are also asked to name the transportation and give an explanation of its function and how to use the transportation. Based on the implementation, the researcher concluded that the teacher used several strategies in the learning process to improve students' speaking skills. These strategies include Describing Picture, Storytelling, and Role Play. Each strategy is applied in different classes according to the material objectives to be achieved.

2) Role Play

The Role Play strategy was implemented in grades 4 and 5 to practice students' speaking skills in interactive situations. In grade 4, students play the role of people travelling in various transportation, while in grade 5, they dialogue with their peers about personal data. Through role play, students can apply the learn sentences in real contexts.

Based on the observations, it can be concluded that teachers successfully implement various strategies to increase students' speaking skills. The use of pictures, story, and role play makes students more active in speaking in English. Each strategy provides a different learning experience, however, they support each other to develop students' overall speaking skills. Teachers provide clear examples, guide students, and create a supportive environment for students to be more confident in using English.

3. **The Reason for the Strategy Used by the Teacher**

The teacher chose the Describing Picture and Role Play strategies because each has advantages in developing students' speaking skills. The teacher chose the Describing Picture strategy because it is considered very appropriate for students with visual learning styles. This is aligned with the teacher's statement at SDN 1 Sritejo Kencono: "I use pictures because students can more easily understand and tell something they see directly. this strategy makes students more active in thinking and speaking. They learn to create sentences from what they see"[25]. With the visual media, students can more easily describe the images and express ideas verbally.

In addition, the Role Play strategy helps students communicate directly through role-playing activities, which is relevant for students with kinesthetic learning styles. The teacher said: "I use role-play for the students to move and talk like in a real situation. They become more active and less bored. For example, I give material "about transportation, then I ask students to pair up and have a dialogue according to the situation[26]. They practice before performing in front of the class". Through role-playing, students can not only learn to speak in a more real and interactive way, it is also practice speaking in real situations so as to increase their confidence when speaking in front of their peers.

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[25]Wulan, interview result No.4&7, (2025) p.49-50
[26]Wulan, interview result No.5&8, (2025) p.49-50

Based on the explanation above, it can be concluded that the teacher chose the Describing Picture and Role Play strategies because they are relevant to the needs and characteristics of the students. If any of them have a problem, I help them so that they can understand and be encouraged to speak. These strategies not only help to increase students' speaking skills, it also makes the learning process more fun and interactive. By using appropriate strategies, students become more motivated to speak and actively involved in learning activities, which is aligned with Merdeka Curriculum that supports student-centred learning.

C. Discussion

The study showed that teacher use of Describing Picture and Role Play strategies have a positive impact on students speaking skills. These strategies are aligned with students learning styles and support the aims of Merdeka Curriculum which emphasizes student centred, active, and personal learning.

The Describing Pictures strategy is effective for visual learners, because it use pictures to stimulate students' imagination and help them express ideas verbally. It is particularly relevant for primary school students, who are at the concrete operational stage and respond well to visual media. The use of images helps students connect abstract vocabulary with concrete visual ideas. This is consistent with Nurdini, who found that pictures increase students' vocabulary

and speaking participation by providing a meaningful and interesting context[27]. This strategy really helps students build confidence when speaking because they have a clear visual base, thus making it easier for them to make sentences and convey ideas in English. and also in line with Pratiwi & Ayu research, that the Describing Picture strategy is proven to improve students' speaking skills, especially in terms of fluency and confidence. this strategy makes it simpler for students to start conversations as it helps them with pictures as idea promoters, thus they do not feel awkward or confused when they have to speak in English[28]. As well as research from Leon, S. A., Kamlasi, I., & Bouk, E. This study shows that the use of Describing Picture strategy improves students' speaking skills significantly[29]. this strategy makes the learning process more enjoyable and helps students more easily convey opinions as they have a clear picture of what to talk about. The novelty of this study is found in the way Describing Picture is adapted to fit the Merdeka Curriculum's focus on Individual learning, which shows how visual style can help students understand and describe ideas in their own words.

The Role Play strategy is helpful for students who have a kinesthetic learning style, as it involves physical activity and active participation in a

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[27]Nurdini, R. A., *The Use of Picture to Improve Students Englih Speaking Skill.* Indonesian Journal of English Teaching (IJET), (7)2 (2018).

[28]Pratiwi, Z. F., & Ayu, M. *The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill.* Journal of English Language Teaching and Learning (JELTL), 1(2), (2020) p38–43

[29]Leon, S. A., Kamlasi, I., & Bouk, E. *Improving Students' Speaking Ability Using Describing Picture of the Second Grade of SMA Negeri Laenmanen.* (2020)

simulation of real life communication. This strategy allows students to practice speaking in various role, which involves responding spontaneously based on the context. This not only builds fluency, but also promotes critical thinking and problem solving. The study is aligned with Krebt's, who noted an improvement in speaking performance through role-playing[30]. It also gives room for students to be more confident when speaking, as they feel directly involved in a situation that resembles reality and not just passively receiving material. In Aulya's research, it is found that the role play strategy significantly improves students' speaking skills[31]. It could be because students feel more free to express themselves when playing the role of a certain character, thus they are more brave to try to speak without fear of being wrong and more likely to understand the context of language use in real situations. Rita Febriyamti's research shows that the role play method helps students express ideas, solve problems in learning, and increase their motivation and confidence in speaking English[32]. Students also felt more active and enjoyed the learning process. This shows that an interactive and fun learning environment such as in role play can make students more courageous to speak and get involved naturally in communication activities, especially at the primary school level. Therefore, this study provides new insights by showing how

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[30]Krebt, D. M*., The Effectiveness of Role Play Techniques in Teaching Speaking for EFL Collage Students.* Journal of Language Teaching and Research, (8)5 (2017)

[31]Aulya. N. N., *The Effectiveness of Role Play in Teaching Speaking Skill at Tenth Grade of SMK Al-Ihsan Jakarta,* (2024), p48.

[32]Febriyanti. R., *Improving Student's Speaking Ability Through Role Play Method,* (2023)

role play can help building interaction skills and self confidence which are crucial in the Merdeka Curriculum, which emphasizes learning experiences related to real life.

The novelty of this research is in exploring how these two strategies-Describing Picture and Role Play-can be effectively implemented in public primary schools within the framework of Merdeka Curriculum, while adapting to students' varying learning styles. In addition, this research shows how a combination of strategies, curriculum and learning styles can support each other to develop speaking skills more thoroughly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is to investigate the strategies used by English teachers in teaching speaking skills in the Merdeka Curriculum at SDN 1 Sritejo Kencono. Based on the findings of observations and interviews, teachers implement the Describing Picture and Role Play strategies effectively. The strategy was chosen because it is in accordance with the needs of students and is able to support the development of speaking skills in a pleasant and meaningful way.

The Describing Picture strategy helps grade IV students to increase vocabulary and improve pronunciation by describing pictures related to everyday topics, such as means of transport. In addition, Role Play gives students in both classes the opportunity to practise speaking in pairs with situations that resemble real-life conditions. The teacher's guidance and support created a positive learning environment that increased students' confidence and motivation in speaking English.

In conclusion, the strategies used by teachers successfully manage the challenges in teaching speaking skills and support students with different learning styles. The use of varied methods makes the learning process more interactive and effective, so students become more active and confident in speaking English. This

shows that adapting teaching methods to students' characteristics is crucial to achieving the objectives of Merdeka Curriculum.

B. Suggestion

The teacher are expected to continue developing creative and various learning strategies based on students' needs, especially in increasing English speaking skills. In addition, the school is expected to support teachers in providing learning media that support the active learning process. This research can also be a reference for other researchers who want to investigate learning strategies in the Merdeka Curriculum, especially in teaching language skills at the elementary school level.

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APPENDICES

Alat Pengumpulan Data (APD)

1. Observation

    To observe the learning activities in the classroom to see how the teacher teach speaking skills and how students participate.

    Aspects Observed:

    - Teaching Strategy:
        1) What type of teaching strategies are used (e.g., describing picture, role playing)?
        2) How does the teacher help students in speaking?
    - Teacher and Student Interaction:
        1) How did the teacher communicate with the students during the lesson?
        2) How active are the students in speaking?
    - Classroom Environment:

        1) What is the classroom situation when learning?

        2) Does the environment support or hinder learning?

2. Interview

    Aim of the Interview:

    To get information directly from teacher about how the teacher teach speaking skills and the challenges students face in the merdeka curriculum.

    Interview Questions:

    1) What strategies do teacher use to teach speaking skills in the Merdeka curriculum at SDN 1 Sritejo Kencono?
    2) How do teacher implement these strategies in classroom learning?
    3) Why did the teacher choose this strategy for students' speaking skills?

INSTRUMENT OF DATA COLLECTION

A. Observation

Observation Sheet

Purpose: Observation of the Teacher's Strategy in Teaching Speaking Skills in the Merdeka Curriculum at SDN 1 Sritejo Kencono

Subject	Pointer(s)	Description
Pre-Activity	The teacher opened the lesson.	• The teacher starts the learning by checking the students' learning preparation.
	The teacher and the students start the lesson	• The teacher checks the students' attendance using English. • The teacher leads a simple ice breaking activity. • The teacher reviews the previous material with short questions and continues with today's learning objectives.
Main-Activity	The students practice speaking activities as instructed by the teacher.	• The teacher asks the students how they come to school to relate daily life to the topic. • The teacher shows pictures of transport and asks the students to mention them. • The teacher and students pronounce the transport vocabulary together. • The teacher gives example sentences 'I go to school by motorbike'. • Students make their own sentences based on their experiences. • The teacher instructs the students to practice the conversation in pairs. • Some students' pairs present their dialogues in front of the class.

	Students practice speaking about transport as instructed by the teacher.	• The teacher reviews vocabulary and sentence structures. • The students repeat after the teacher to practise pronunciation. • The teacher helps and corrects students as they work in pairs. .
	Students work in pairs to ask and answer questions about how they get to school.	• The teacher explains the task and pairs the students. • The students take turns asking and answering questions using the target sentence. • The teacher monitors and provides help as need.
	The selected pairs presented their conversations in front of the class.	• The teacher invites pairs to present in front of the class. • The teacher gives positive feedback and corrections. • The teacher summarize the lesson and give praise to the students.
Close-Activity	Teacher and students evaluated today's learning.	• The teacher informs the learning activities for the next meeting.
	The teacher closed the lesson	• The teacher closes the lesson in a respectful manner.

B. Interview

Interview with English Teacher at SDN 1 Sritejo Kencono

Informant Identity

Respondent: Miss Wulandari

Date: Tuesday, 22 April 2025
Time : 09.30-10.00

Pertanyaan	Jawaban
1. What strategies do you use in class IV?	The strategy I used was Describing Picture. I show the picture to the students on the student worksheet, then they are asked to describe the picture using English.
2. Do you have any other strategies that you use?	Yes, I also use Role Play in class IV, V. In this strategy, students play a role based on a situation using English.
3. Why don't you use too many strategies?	Because I choose a strategy that matches the ability of elementary school students. I considered Describing Picture and Role Play to be effective enough to increase their speaking skills.
4. How did you implement the Describing Picture strategy?	I prepare pictures that are interesting and easy to understand. Then I ask the students to look at the picture, think, and then describe it with simple sentences in English. Describing Picture strategy because it is considered very appropriate for students with visual learning styles.
5. How do you implement Role Play?	I give a situation, for example "about a transport", then I ask the students to work in pairs and perform a dialogue based on that situation. They practice before performing in front of the class. Through role play, students can learn to speak in a more real and interactive way.
6. Do you provide help	Yes, I help by giving example sentences and vocabulary. If they are confused, I guide them so that

when students are struggling?	they still understand and are enthusiastic about speaking.
7. Why did you choose Describing Picture?	Because this strategy makes students more active in thinking and speaking. They learn to create sentences from what they see. With the visual media, students can more easily describe the images and express ideas verbally.
8. What are your reasons for using Role Play?	Role Play helps students practice speaking in real situations. In addition, they become more confident when speaking in front of their friends.
9. Why do you think this strategy is relevant for Merdeka Curriculum?	Because Merdeka Curriculum promotes students to be active and brave in their opinions. These two strategies are relevant because they make students learn in a fun and non-monotonous way.

C. **Documentation of Survey**
   1. **Observation**

Figure 1: *Observation in class IV. during the Speaking learning process.*

Figure 2: *Observation in class V. during the Speaking learning process*.

Figure 3: *Observation in class IV when the teacher applied Describing Picture strategy in teaching speaking*

Figure 4: *Observation in class V when the teacher applied Role play strategy in teaching speaking.*

2. **Interview**

Figure 5: *Interview with SDN 1 Sritejo Kencono English teacher Miss Wulan.*

Nomor   : 4336/In.28/J/TL.01/09/2024
Lampiran : -
Perihal   : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SDN1 SRITEJO KENCONO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	ROHMI
NPM	:	2101053008
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	TEACHER STRATEGIES IN TEACHING SPEAKING IN MERDEKA CURRICULUM

untuk melakukan prasurvey di SDN1 SRITEJO KENCONO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 September 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
KABUPATEN LAMPUNG TENGAH
UPTD SATUAN PENDIDIKAN
SDN 1 SRITEJOKENCONO KECAMATAN KOTAGAJAH
Alamat :Jl. Hi M.Mansyur Dusun I Sritejokencono Kode Pos 34153 email :sdns1sritejokencono@yahoo.com

Nomor   : 420/024/28 /C.2/D.1/2024
Perihal   : **Balasan Permohonan Surat Izin Prasurvey**

Kepada Yth.
Dekan Tarbiyah dan Ilmu Keguruan
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       Tempat

Dengan hormat,

Sehubungan dengan surat saudara pada tanggal 28 Juni 2024 perihal Permohonan Surat Izin Prasurvey dalam rangka pmenyelesaikan tugas akhir/skripsi mahasiswa atas nama :

Nama	:	ROHMI
NPM	:	2101053008
Judul Tugas Akhri/Skripsi	:	TEACHER STRATEGIES IN TEACHING SPEAKING IN MERDEKA CURRICULUM
Tempat Prasurvey	:	SD NEGERI 1 SRITEJOKENCONO

Dengan ini kami menyatakan bahwa:

1. Kami tidak keberatan dan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian di SDN 1 Sritejokencono sesuai dengan judul yang diajukan.
2. Izin Prasurvey ini diberikan semata-mata untuk kepentingan akademik dan tidak boleh digunakan untuk tujuan lain yang bertentangan dengan hukum dan norma yang berlaku.
3. Mahasiswa yang melakukan Penelitian harus mematuhi semua aturan dan regulasi yang berlaku di SDN 1 Sritejokencono.
4. Mahasiswa yang melakukan penelitian harus melaporkan hasil penelitiannya kepada kami sebagai bahan masukan dan evaluasi.

Kami berharap penelitian yang akan dilakukan dapat memberikan manfaat yang besar bagi SD Negeri 1 Sritejokencono.

Demikian surat balasan izin penelitian ini kami buat dengan sebenar-benarnya. Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sritejokencono, 08 Juli 2024
Kepala UPTD Satuan Pendidikan
SD Negeri 1 Sritejokencono

SURYATI.S.Pd.SD
NIP.196508062008012003

SURAT TUGAS

Nomor: B-1136/In.28/D.1/TL.01/04/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	ROHMI
NPM	:	2101053008
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SDN 1 SRITEJO KENCONO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE TEACHERS` STRATEGIES FOR TEACHING SPEAKING SKILLS IN THE MERDEKA CURRICULUM".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 April 2025

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1137/In.28/D.1/TL.00/04/2025
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SDN 1 SRITEJO KENCONO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1136/In.28/D.1/TL.01/04/2025, tanggal 16 April 2025 atas nama saudara:

Nama	:	ROHMI
NPM	:	2101053008
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SDN 1 SRITEJO KENCONO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SDN 1 SRITEJO KENCONO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE TEACHERS' STRATEGIES FOR TEACHING SPEAKING SKILLS IN THE MERDEKA CURRICULUM".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 April 2025
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TENGAH
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KABUPATEN LAMPUNG TENGAH
UPTD SATUAN PENDIDIKAN
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Alamat :Jl. Hi.M.Mansyur Dusun 1 Sritejokencono Kode Pos 34153 email :sdns1sritejokencono@yahoo.com

Nomor   : 420/16/28 /C.2/D.1/2025
Perihal   : **Balasan Permohonan Surat Izin Research**

Kepada Yth.
Dekan Tarbiyah dan Ilmu Keguruan
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di-

Tempat

Dengan hormat,

Sehubungan dengan surat saudara pada tanggal 16 April 2025 perihal Permohonan Surat Izin Research dalam rangka pmenyelesaikan tugas akhir/skripsi mahasiswa atas nama :

Nama	:	ROHMI
NPM	:	2101053008
Judul Tugas Akhri/Skripsi	:	TEACHER STRATEGIES IN TEACHING SPEAKING IN MERDEKA CURRICULUM
Tempat Prasurvey	:	SD NEGERI 1 SRITEJOKENCONO

Dengan ini kami menyatakan bahwa:

1. Kami tidak keberatan dan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian di SDN 1 Sritejokencono sesuai dengan judul yang diajukan.
2. Izin Prasurvey ini diberikan semata-mata untuk kepentingan akademik dan tidak boleh digunakan untuk tujuan lain yang bertentangan dengan hukum dan norma yang berlaku.
3. Mahasiswa yang melakukan Penelitian harus mematuhi semua aturan dan regulasi yang berlaku di SDN 1 Sritejokencono.
4. Mahasiswa yang melakukan penelitian harus melaporkan hasil penelitiannya kepada kami sebagai bahan masukan dan evaluasi.

Kami berharap penelitian yang akan dilakukan dapat memberikan manfaat yang besar bagi SD Negeri 1 Sritejokencono.

Demikian surat balasan izin penelitian ini kami buat dengan sebenar-benarnya. Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sritejokencono, 16 Juli 2025
Kepala UPTD Satuan Pendidikan
SD Negeri 1 Sritejokencono

SURATMI,S.Pd.SD
08062008012003

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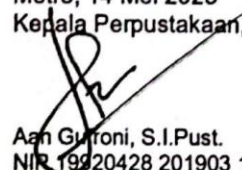
Nama	: ROHMI
NPM	: 2101053008
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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Metro, 14 Mei 2025
Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP 19920428 201903 1 009

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Rohmi
NPM   : 2101053008
Program Studi   : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

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NPM : 2101053008

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Sabtu, 27/09 2024		- Cover - Table of contents - Background of the study + tambah research Questions - Research Question - objective of the Research - BAB II, Theoritical Review - Review of Previous Research - Chapter III - Data collection Technique	

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Ketua Program Studi TBI

Dr. Mach Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
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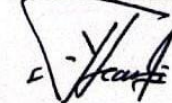Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	kamis, 2024 8/nov		- Research focus - Preview of the Research - Data collection technique - Data Validity technique -	

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Ketua Program Studi TBI

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NIP. 198803082015031006

Dosen Pembimbing

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NIP. 199008122023212049

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Program Studi : TBI
Semester : VII

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3.	11/11 2024		Chang from was to will be.	

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Yeasy Agustina Sari, M.Pd
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4.	12/2024 /11		Acc. proposal Seminar .	

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NIP. 199008122023212049

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Program Studi : TBI
Semester : VII

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ma : Rohmi
M   : 2101053008

Program Studi : TBI
Semester   : VII

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,	Kamis 13 Maret 2025		Acc APD - lanjutkan Penelitian dan penyusunan hasil Penelitian.	

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Dr. Much Deniatur, M.Pd.B.I
NIP. 198303082025031006

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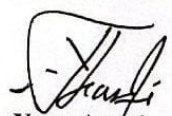**IAIN METRO**

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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	Selasa 6 Mei 2025		- Research questions - Research setting + analisa - Poin research result diperjelas - Masukin kutipan pada bagian 'Reason' - Discussion : add footnote, bandingkan dgn temy orang yang search, analysis + Implikasinya.	

Mengetahui
Ketua Program Studi TBI

~~Moch Dailatur, M.Pd.B.I~~
NIP. ~~198030820015031006~~

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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9.	15 Mei 2025		Kaitkan dengan learning style	
			kaitkan dengan kurikulum merdeka	
10.	Senin 19 mei 2025		Bandingkan hasil temuan dengan temuan-temuan pada penelitian sebelumnya	
			What Your novelty of your Research.	

Mengetahui
Ketua Program Studi TBI

Dr. Much. Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Rohmi   Program Studi : TBI
NPM : 2101053008   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11	26 Mei 2025		-Bagian abstract Sesuaikan dengan research question - kesalahan Grammar	
12.			Bagian appendiset ditulis no. helaman perbaikan conclusion dan isi Skripsi	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803083015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rohmi
NPM : 2101053008

Program Studi : TBI
Semester : VII

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Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd
NIP. 199008122023212049

CURRICULUM VITAE

The researcher name is Rohmi was born in Lampung Province on Indraloka II, 15 April 2002, the ninth daughter of Mr Partoyo and Mrs Riah. The researcher lives in Indraloka Jaya, Way Kenanga, West Tulang Bawang, Lampung. The researcher took the first elementary school education in Indarloka II, Way Kenanga, West Tulang Bawang, in 2008 and graduated in 2014, continued to junior high school at MTs Wali Songo Wates, Central Lampung and graduated in 2017, after that the researcher took high school education at MA Nurul Hidayah Al-Amin in Asahan, West Tulang Bawang and changed schools to MA Miftahul Jannah, Unit II, Tulang Bawang and finished in 2020. After that, the researcher continued education at the State Islamic University (UIN) Jurai Siwo Lampung, Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI) S1 semester 1 in 2021 to pursue undergraduate education (S1).