

NON-ENGLISH TEACHER STRATEGIES IN IMPLEMENTING *MERDEKA* CURRICULUM AT ELEMENTARY SCHOOL

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis strategi guru non-Bahasa Inggris dalam penerapan Merdeka Curriculum di sekolah dasar. Penelitian ini dilakukan pada siswa kelas IV sekolah dasar di Banjarbaru. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus dengan observasi kelas dan wawancara mendalam yang juga digunakan dalam pengumpulan data pada penelitian ini. Subjek penelitian ini adalah seorang guru kelas IV dan kepala sekolah. Temuan menunjukkan bahwa guru menggunakan lebih dari dua strategi disamping dari hasil wawancara. Selain menggunakan discovery learning dan cooperative learning seperti yang disebutkan guru, sebagian besar kriteria yang dilakukan guru di kelas memiliki beberapa strategi khusus seperti pembelajaran ekspositori, pembelajaran kontekstual, dan pembelajaran berbasis inkuiri. Temuan juga menunjukkan dalam penerapan strategi, guru tidak membuat perbedaan, baik pada Merdeka Curriculum Dan K13 Curriculum saat mengajar bahasa Inggris. Faktanya, guru menghadapi beberapa kendala saat mengajar bahasa Inggris di kelas, seperti kurangnya kemampuan bahasa Inggris karena tidak memiliki latar belakang belajar bahasa Inggris, dan kurangnya pemahaman dalam penggunaan strategi pengajaran. Peneliti menyarankan untuk lebih mendalami setiap strategi pembelajaran yang ada guna menunjang pengajaran di dalam kelas dan juga bisa meningkatkan kemampuan bahasa inggrisnya.

Kata kunci : Guru Non-Bahasa Inggris, Merdeka Curriculum, Strategi Mengajar

ABSTRACT

This research aimed to analyse non-English teacher strategies in implementing Merdeka Curriculum at elementary school. The research was conducted for fourth-grade students at an elementary school in Banjarbaru. This research was a qualitative research method with case study approach, within classroom observation analysis and in-depth interview collecting data. The subjects of this research were a the fourth-grade teacher and the headmaster. The findings showed in the implementation of the strategies, the teacher did not make any differences both of *Merdeka* Curriculum and K13 Curriculum while teaching English. The findings also showed that the teacher used more than two strategies from the interview results. Beside of using discovery learning and cooperative learning as the teacher mentioned, most of the criteria that the teacher did in the classroom have several specific strategies such as expository learning, contextual teaching learning, and inquiry-based learning. Based on this result, both of Merdeka Curriculum and previous curriculum did not make any difference for the teacher to use the other strategies in the classroom. In fact, the teacher facing several obstacles while teaching English in the classroom, such as the lack of english skill because did not have english background study, and the lack of understanding in the use of teaching strategies. The researcher suggested for being more aware of every strategy which use in the classroom and improving the english skill to make it easier while teaching English in the classroom.

Keywords : Merdeka Curriculum, Non-English Teacher, Teaching Strategies

INTRODUCTION

In the development of Indonesian education, starting from 1947 until now, Indonesian curriculum has been developed many times (Insani, 2019). This change in the learning curriculum is carried out. Therefore, the Indonesian education system becomes better and more focused on the progress of the nation. On the other hand, changes to the learning curriculum are made to adapt to current developments, because students basically must have a mindset that is appropriate to the current era and teachers as instructors are obliged to teach students creative and innovative learning strategies. Therefore, in the production of graduate degrees, each curriculum should be better designed and adapted to the needs of students and teachers (Sari, 2022).

The curriculum is also the main core of a country's education system. The curriculum as the basis must be considered in determining educational goals, learning material content, learning methods, and learning evaluation systems. As stated in Act Sisdiknas Number 20 Article 1 Item 19 (2003) explains that the Curriculum is a set of plans and settings for objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve these educational goals. Therefore, the learning curriculum is an important milestone in the development of education, especially in Indonesia.

One of the important roles of the learning curriculum in the Indonesian education system is to create a creative and innovative mindset for Indonesia golden generation in 2045. Only through education, Indonesia can achieve that goal and be able to catch up with other nations in 2045; in science, technology, and economics through the development of national personality (Triyono, 2016). In the other side, in the world of education, the increasing era of globalization which is marked by several sciences and very rapid technological developments that has changed the world also can influence thought patterns, attitude patterns, and action patterns throughout society (Rahayu et al., 2022). Therefore, improving the quality of learning is also an important role of the learning curriculum in Indonesia to encourage skills-based learning to prepare students to face future challenges.

Nowadays, education in Indonesia has more and more students with different needs and

characteristics. As teachers, these are challenges in teaching and learning. Therefore, it is important for the learning curriculum with all its developments to provide equal opportunities for every student to develop according to their potential. The curriculum must contain things that can help each student develop all the potential that exists in them to acquire new knowledge, new abilities, and new ways of thinking that are needed in their life (Martin & Simanjourang, 2022).

Indonesia is currently facing global challenges both in terms of communication, electronics, and the rapid spread of news. Through this global challenge, education in Indonesia is swiftly developing the curriculum to help the entire academic community face global challenges and prepare future generations to play an active role in the wider environment. According to Rawung (2021) developing a curriculum that is appropriate and in line with needs will be able to increase the effectiveness of future needs in accordance with the knowledge age as well as efforts to improve the skills and competencies of students so that they are able to answer all kinds of challenges of the times. Furthermore, the curriculum also plays an important role in optimizing the use of educational resources (e.g., textbooks, technological devices, and existing facilities) through relevant systems, therefore resources can be used more efficiently to face global challenges. Basically, learning in the globalization era must be able to prepare the young generation for welcoming advances in information and communication technology in social life (Syahputra, 2018). From this perspective, Indonesian government develop *Merdeka Curriculum* as the solution to face global challenges.

Merdeka Curriculum has been applied in Indonesia since 2022 as a step to overcome the long-standing learning crisis. It can be seen that in Indonesia there have been frequent changes to the curriculum, and the reason for changing the curriculum is one way to overcome educational problems (Fatmawati & Yusrizal, 2021; Martin & Simanjourang, 2022). On the other hand, the *Merdeka Curriculum* is also present to adapt to technology-based learning caused by the Covid-19 pandemic. *Merdeka Curriculum* focuses on honing students' interests and talents as early as possible. So that students have time to understand concepts and strengthen their own competencies. Oktaviani et al. (2023) states that *Merdeka Belajar* in

Merdeka Curriculum puts students as learning subjects who can develop because they have potential within themselves and the learning process is based on a sense of willingness to obtain the desired learning outcomes.

Merdeka Curriculum also gives teachers the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. This is also supported by Bonal & González (2020) and Oktaviani et al. (2023) that the implementation of the independent learning curriculum in elementary schools gives teachers the focus to teach in just one area of study so that administrative preparation in the form of syllabus and lesson plans can be completed and made as streamlined as possible for efficient evaluation time for both teachers and students. Therefore, Teachers have the freedom to create quality learning that suits the needs and learning environment of students in the *Merdeka Curriculum*.

In the *Merdeka Curriculum*, the academic community is also widely introduced to the Differentiated instruction. The implementing of Differentiated instruction is to create learning that suits the characteristics or uniqueness of students (readiness, interests and learning styles) so that students develop according to their potential talents and interests (Khristiani et al., 2021). Differentiated instruction is an important topic that has been present before the *Merdeka Curriculum*. However, in the *Merdeka Curriculum*, differentiated instruction returns to represent the learning context as a strategy and implementation for teachers in the classroom. The process of differentiating lessons is carried out to answer the learning needs, styles or interests of each student (Amalia et al., 2023). Through differentiated instruction, teachers are expected to be able to create a learning strategy that can enable students to learn learning material according to their abilities.

The learning strategy is a basic design for the world of education. it means, in the teaching and learning strategy process setting, students are required to carry out full activities, even individually studying teaching materials (Bakhrudin et al., 2021). In this case, learning strategies are activities that teachers and students must carry out. Essentially, learning strategies also include a set of learning materials and procedures to produce learning outcomes in students. Decisions about which models, approaches, strategies, methods, techniques, and tactics to use often, it

depends on a variety of factors, including learning objectives, learner needs, and learning context (Asep et al., 2023). In addition, classroom environment, teaching methods, and learning media are several important things that teachers need to pay attention when creating learning strategies.

Currently, there are many variations and updates to the learning strategies suggested by educational experts to support teachers' abilities in delivering learning material in the classroom. In order to achieve learning objectives efficiently and effectively, children gain information and skills/abilities on himself, then in choosing a learning strategy, teachers must consider carefully, so that it does not disadvantage the students (Pangabean et al., 2021). Additionally, without the appropriate learning strategy, the process of teaching and learning activities will be difficult to carry out or even have many obstacles because it was not designed before. Meanwhile, for students, learning strategies play an important role in absorbing all the knowledge they receive. For example, when they feel bored with learning activities in the classroom, it means something needs to be evaluated from the learning strategies carried out by the teacher.

During the development of education in Indonesia, there have been several learning strategies adopted to create quality teaching and learning activities. However, teachers must be proper in considering the strategies that will be used to create an environment that has educational value and teachers can provide the best service for students by providing a fun and stimulating environment (Sanjani, 2021). Based on one of the researcher's experience, in several schools in South Kalimantan, teachers still use the "lecture method" as a component of their learning strategy in class which is considered quite boring because teachers usually only sit on the chair and explain the materials. Lecture method is bit of a hindrance students' ability to understand specific language and also understand structure, meaning, and function of language, and make students accept passive knowledge (Suhardiana, 2019).

Nowadays, we have entered the technological era and teachers should be able to utilize these technological developments properly and correctly for learning in the classroom. The results of previous research reveal that technological learning can increase students' interest in learning, so that technology-based learning has become an

alternative in the world of education, where it is not just a matter of choosing a platform but how to implement it well (Padli et al., 2022; Yunitasari & Hanifah, 2020). A teacher should be the same as a warlord, every warlord must be skilled at war strategy. All the strategies they used were carried out in order to win the war. This is different from the learning strategies used by teachers, which are basically in order to achieve learning objectives. However, achieving learning goals occurs in a comfortable and enjoyable classroom which produces the best quality of learning.

Several studies regarding non-English teachers' strategies in teaching English have also been carried out. Appropriate strategies are needed to ensure that students do not feel bored with the material provided while teaching in elementary school, at this point the teacher's role in making the teaching and learning atmosphere enjoyable becomes very important. When teaching speaking at the elementary school, teachers used a variety of strategies to improve students' speaking skills, including the use of audio-visual and language teaching techniques, communication, games, teamwork and exercises to maintain students' interest in learning (Fadhilah & Nuraeni, 2019). In the other research, The teacher used multiple meanings, games and memorization (Muliati, 2016). By using multiple meanings, students gain a different meaning for the vocabulary. During the game, students enjoy learning vocabulary. And then memorization is the ease of understanding English.

The other studies stated in the *Merdeka Curriculum*, English teachers taught speaking using two strategies. As methods for teaching speaking, they were role play and answering questions (Ayuningtyas, 2023). The strategies, which were pre-, during-, and post-activity and based on the module and teaching procedure, were then put into practice by teachers. In another study, the results also showed that create a positive environment and stimulate interest and motivation to learn English is a importance reminder for teacher (Yamin, 2017). Therefore, when children learn English from the beginning, they should learn in a fun way from experienced teachers to inspire and decorate to learn English at a higher level. Suitable English learning methods for the basic level include Total Physical Response (TPR), reading methods, music and games, and field trips.

Several previous studies that have been conducted on non-English teachers' strategies in teaching English have provided good results and are useful for elementary teaching strategies. However, all previous studies have only focused on English teacher strategies while teaching English in elementary school; not many researchers have focused on non-English teachers' strategies, especially on *Merdeka Curriculum* while teaching English in elementary school. Therefore, the present study aims to fill this gap by investigating the non-English teachers' practices.

METHODS

In this research, researchers used qualitative research methods which were considered capable of describing the results studied more broadly. According to Sutikno & Hadisaputra (2020) explains that Qualitative research is a research method used to research and understand individual or group behaviour and social phenomena in natural conditions, therefore descriptive (non-quantitative) data is obtained in oral and/or written form, which is then interpreted descriptively as well.

The participants in this study were one teacher from fourth grade and the headmaster of that school as a supervisor. The teacher participant was selected by the headmaster recommendation. This research was taken in one of the elementary schools in Banjarbaru. This school was choosing as a research place because this school did not have an English teacher. This research also took in the middle of May until June 2024.

Data in this research came from in-depth interviews and observation, which was In-depth interviews were conducted by researcher to find out more about how a non-English teacher teaches in the classroom considering that it is hardly to find other research that is in line with this research. Researchers also used observation techniques, which needs to know what the classroom atmosphere was like during the teaching and learning process.

FINDINGS AND DISCUSSION

Findings

The strategies of Non-English Teacher on Teaching English in the Classroom on *Merdeka Curriculum*

Table 4. 1 Participants Data

No.	Name	Status
1.	Participant 1 (P1)	Teacher
2.	Participant 2 (P2)	Headmaster

Based on interview and observation, the result revealed that the teacher used two strategies while teaching English in the classroom such as discovery learning and cooperative learning.

“Generally, I often use basic strategies in the classroom such as discovery learning and cooperative learning because these two strategies are the suit ones to students. I use discovery learning for giving the explanation about the material and cooperative learning to make several groups of students to do the assignments.” (Participant 1, live interview, May 20, 2024)

Based on the visual observation data, the English class were looking fun. The students were active (e.g., playing, talking, and asking), even though they spoke in Indonesian. When the teacher used the discovery learning strategies to give an explanation about the material, the teacher also used parables in Indonesian to improve students understanding. Afterwards, the teacher asked the students one by one to translate the words that the teacher explained. Occasionally, the teacher sang words that the teacher finds difficult to students say.

Practically, most of students did not understand English because they were kindly hard to pronounce and to find the meaning of English word eventhough the class were looking fun. It proved by the observation and interview with the teacher. Whenever the teacher asked the students to try to pronounce the word or asking students about basic questions, most of the students kept silent and the others said the failure answer. Therefore, the teacher was grouping the students to make them understand with English lessons as far as the teacher could.

“Even though I explained the material quite clear to students, they still did not understand of what I am just explained. Only few students can understand even though, I had to repeat the same explanation of the material several times slowly. Is it wasting time?

In the classroom yes, because I took 15 – 20 minutes to explain material that wasn’t even half done for that day. Therefore, I was grouping them into five groups and ask them to do the assignments in the form of questions” (Participant 1, live interview, May 20, 2024)

Based on the interview, the teacher made several groups of students to combine those who understand and those who did not understand. Effectively, the students could learn together to each other.

“Because not all of students can understand the material, I putted them into several groups. I put them based on those who understand the materials and those who did not understand. I made groups of students not for project because it would take much time to do, and classroom would get chaos. Therefore, I give them the assignments from the book in questions form. I realize it is not really fun learning, but from made them onto groups to do the assignments, they already could learn together.” (Participant 1, live interview, May 20, 2024)

In this school, they already implemented Merdeka Curriculum; Mandiri Berubah for grade one and grade four. Despite the fact, there was no difference in teacher teaching strategies with previous curriculum. Nevertheless, the teacher persisted using strategies that suit with the classroom, especially with students’ behavior.

“This is the first year which this school implemented Merdeka Curriculum on Grade one and Grade 4. Even though in Merdeka Curriculum we introduced with Merdeka belajar and Merdeka Mengajar, I persisted using the same strategies as before. One day I have taught the students with music and even learning with nature, but they felt it was not studied, they called it was just like playing game. Moreover, because of that, they get unfocused on the English class and focused on playing. That is why I persisted using the same strategies as K13 Curriculum. Even though the strategy I used sort of indifferent, students can focus on the learning and felt like they studied.” (Participant 1, live interview, May 20, 2024)

Essentially, Merdeka Curriculum made the teacher and the students felt free to study from anywhere to achieve the learning objectives with good handle. Moreover, Merdeka Curriculum did not only ask the teacher to make good learning environments for students, but Merdeka Curriculum provided good learning environments for both of students and the teacher to feel free

teaching and learning. Therefore, if the teacher used general teaching strategies like they always did, it does not matter as long as both of the teacher and students enjoy the learning process, because it was the main goal of Merdeka Curriculum.

“When we get the socialization from education authorities, they told us to not misunderstanding with Merdeka Curriculum; Merdeka Belajar concept, because Merdeka Belajar was not only for students but also for the teacher. As long as students and teacher enjoy the learning process, it means Merdeka Curriculum goal is already fullfield. Therefore, do not be scared with Merdeka Curriculum concept, because it can improve teacher creativity, spirit, and feeling happy while teaching in the class. It also can improve and develop students understanding of the material, creativity, spirit, and characteristics of Profil Pelajar Pancasila” (Participant 2, live interview, June 3, 2024)

The Obstacles of Non-English Teacher While Teaching English in the Classroom on Merdeka Curriculum

Based on the observation data, as non-English teacher did not have basic education for English, the teacher has few obstacles while teaching English, such as wrong pronunciation, and translating long text into Indonesian. It made an uncooperative moment in the classroom, because the teacher afraid if the teacher just pronounced and translated, it would give negative impact to the students understanding in the future.

“I often confuse with hard material such as long conversation, and long explanation. It was not quite hard if I translate the text to myself, but when the students asked me about something I did not know yet, it makes me a bit nervous, because it will impact the english on students’ self especially in the future learning. Therefore, I usually give it back to other students to answer while I was searching on google. When there are no students help it, at least I was ready with my answer. Sometimes it was embarrassing but I realize that I was not the real English teacher. That is also my reason to not using strategies that I was not familiar. I was scared, it would give negative impact on me if I was not mastering the strategies.” (Participant 1, live interview, May 20, 2024)

On the other hand, the teacher also confused with the strategies that suit with students environment for the English class. The teacher did

not know much about the strategies properly, therefore the teacher only use the same strategies every time the teacher teaching english.

“Additionally, I also use the other strategies, but I did not know about the name, because in the classroom, I only used strategies that can make the learning objectives achieved well. On the other hand, I did not know much about the strategies while teaching English. Furthermore, being an English teacher but did not have the basic English education is really hard. I should make sure that the students pronounce the right sound for the vocabulary.” (Participant 1, live interview, May 20, 2024)

Occasionally, In the classroom students often feel bored, this marked by students asking the time when the break time began. This was the teacher challenge to make effective learning in the classroom.

“Mostly, English class began at 1 P.M, and I personally understand if the students feel bored or too tired learning in the classroom. English was one of the classes that the students hate. Because they need to think the meaning in Indonesian, and it cost more their energies especially in the middle day. So, to help me to take back their energies, we were doing “tepuk semangat”, and I would let them play in the class as long as they were not noisy, and they were understanding the material. However, as the teacher I should make an effective learning to achieve the learning objectives and students understanding.” (Participant 1, live interview, May 20, 2024)

Practically, there was not much impressive implementation of the teacher strategies in the classroom, especially on Merdeka Curriculum. The teacher assumed Merdeka Curriculum and K13 Curriculum did not have much difference in purpose and its application.

“I did not know much about teaching strategies. Even, I can say I did not know what strategies I should use while teaching in the classroom. For me, making good learning environment in the classroom is the key. I would get idea how I was supposed to teach in the classroom when I enjoyed the teaching process. I thought Merdeka Curriculum, and previous curriculum was same, it based on how enjoy you teaching students in the classroom. Let the students freely learning but do not let them break the rules of the classroom.” (Participant 1, live interview, May 20, 2024)

Additionally, since the teacher faced several obstacles, it did not make the classroom environment feels awkward. The teacher has smooth moving when the teacher also did not full mastering the material content in the classroom. The teacher would ask the students to answer and at that time the teacher would search the material on google. Therefore, when there are no students can help, the teacher had ready with the answer found in google.

*“When the students asked me about something I did not know yet, it makes me a bit nervous. **Therefore, I usually give it back to other students to answer while I was searching on google. When there are no students help it, at least I was ready with my answer.** Sometimes it was embarrassing but I realize that I was not the real English teacher. That is also my reason to not using strategies that I was not familiar. I was scared, it would give negative impact on me if I was not mastering the strategies.”*
(Participant 1, live interview, May 20, 2024)

On the other hand, based on the visual observation, the teacher had good and fun personality in the classroom. It made good learning environment for the students. Therefore, the teacher and the students could enjoy the learning process in the classroom.

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(Participant 1, live interview, May 20, 2024)

Discussion

Based on the findings result, which was obtained from class interviews with the teacher and the headmaster, it was found that there were two strategies that the teacher used in the classroom in Merdeka Curriculum (e.g., Discovery Learning, and Cooperative Learning). Since Merdeka Curriculum has goals about Merdeka Belajar, the teacher did not make transition about teaching strategies which suitable with Merdeka Curriculum goals.

Essentially, the teacher used explanations in the classroom as a conveying basic understanding to students. Moreover, the teacher also gave the explanation if the students did not understand the

material. In the implementation, after the explanation finished, the teacher asked the students one by one to try to pronounce the words that the teacher wrote in the white board. If the students did the wrong pronunciation, the teacher also gave the right pronunciation with a bit explanation to spell the words. Based on the theory of Anita (2019); Haudi (2021); and Asep et al., (2023) the strategy found in this research can be called expository learning. This strategy refers to the teacher did the verbal explanation about the material as an information to students. Therefore, the students can inquire the material optimally.

In its application, after the teacher gave the explanation as a basic theory, the teacher asked the students one by one to try to pronounce the words that they were learned that day. The teacher gave them several vocabularies who write it in the whiteboard. Afterwards, the teacher asked them to pronounce each word one by one to trying their tongue to say English vocabularies. Based on the theory of Haudi (2021) and Anita (2019) another strategy can be called discovery learning. This strategy refers to the teacher did ask to every student as a concept demonstrating activity. Additionally, this strategy was included in the discovery learning because the teacher trying to make every student to pronounce the word by their own self through teacher explanations. Resulting in, the students can develop their pronunciation skill according to their own abilities.

Conversely, the cooperative learning also included in teacher's activity by grouping the students onto several groups. According to Asep et al. (2023) cooperative learning is grouping strategy, which is in this group, students work together directionally on the learning goals who stand 4-5 students. Therefore, the teacher used this strategy to achieve learning goals for the students by grouping them onto several groups.

In addition, these groups were selected by the students those who understood the material and those who did not understand the material. This strategy included in Contextual Teaching Learning (CLT) which was the teacher differentiated the students and put them onto several groups to learn together. One of the CLT principles is differentiate, which the students work together in difference understanding, the students can develop their own skill to each other (Haudi, 2021). On the other hand, by grouping the students, teacher gave them several questions from the book and asked them to answer the questions. This activity is included in

inquiry-based learning. Actively, the students involved in exploring, investigating, and discovering the knowledge based on direct interaction to the learning material (Asep et al., 2023). Therefore, from this activity the students completed the assignment, gathered the answer, until the students found the right answer from the questions.

On the other hand, because of the teacher did not have basic education for English, it makes the teacher faced several obstacles while teaching in the classroom, especially while implement the strategies. The teacher did not know what the strategies is exactly, therefore it impacts the way teacher when give English lesson in the classroom, for example the teacher feels nervous when the students asked something the teacher did not know. In addition, the teacher having difficulty when translating long texts or conversation because the teacher can not just translate the text arbitrarily. According to Anitah (2019) teacher must have good skills in material and classroom management, therefore teaching and learning can run optimally. Consequently, the teacher facing several obstacles while teaching English because the lack of skills the teacher has.

The teacher did not just let the class environment became uncooperative. the teacher had smooth movement to solve the uncooperative moment, for example, asked the students about what their friends asked, while the teacher searched it on google if the students could not answer the question. On the other hand, the teacher had fun personality in the classroom. It proved by the visual observation, sometimes the teacher would ask the students play “tepuk semangat” if the students already bored. In this case, the teacher should be the one who excited in the classroom, because teacher is the facilitator who facilitate good and fun environment in the classroom (Asep et al., 2023). Therefore, even though the teacher faced several obstacles in the classroom, the teacher still could resolve the obstacles to not ruin the classroom environment.

CONCLUSION

The teacher used more than two strategies from the interview results. Beside of using discovery learning and cooperative learning as the teacher mentioned, most of the criteria's that the teacher did in the classroom have several specific strategies. The teacher used expository learning strategy to give the explanation of the material in

the classroom and continued with cooperative learning by grouping students into several groups to study together. From the way teacher selected the students based on students different understanding, this strategy can be called Contextual teaching learning. Moreover, inquiry-based learning involved on the teacher strategy to make students did the assignments. In this curriculum, teacher did not make any difference both of *Merdeka Curriculum* and *K13 Curriculum* while teaching English.

The teacher faced several obstacles when teaching english in the classroom, and it made the teacher chose to not using other strategies, because the teacher scared if the new strategies would give negative impact in teaching and learning process. On the other hand, having no English background study made the teacher nervous while teaching english, because the teacher scared if the students asked about something the teacher did not know yet. Additionally, the lack of english skill made the teacher faced hard situation when translating long texts when giving the material. Moreover, the teacher did not know about teaching strategies properly, and it made the teacher chose the regular strategies that already knew.

The findings give implication for teacher education preparation and teacher professional development. The teacher education should aware about some issues in the new curriculum released by the government. It is important to equip pre-service teacher with knowledge about curriculum development so they can ready with the new updates. Then, teacher professional development program also should anticipate problems faced by non-english teachers. A collaborative professional development between English and non-english teachers could be implemented so they can share each other.

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