

CHAPTER VI

This chapter represents the thesis's final section, which includes some points on reaffirming the findings, theoretical and pedagogical consequences, and recommendations for future study and English Language Teaching (ELT) also English as a Foreign Language (EFL) practitioners.

A. Conclusion

Conducted in a state Islamic high school, the study investigates students' reflection and experience in English class within the newest recent curriculum, *Kurikulum Merdeka*. Regarding research competence towards the stories, the participants or the students in this study do not perceive the English learning well and tend to have negative impression about it, even though they have set for the next frame in action. At first, they had no thought of the curriculum implementation and once have it in class, especially the English, they got shock. It leads to some difficulties when they encounter the materials and the teachers' explanations are limited with more amounts of tasks or exercises embedded while at the same time should make themselves become an open-eyes in digital-technology literacy. Those circumstances bring them to be a 'forced' independent learner and it makes hard to catching up with the flow of the learning required.

The negative emotions, such as getting less motivated, worried, confessed self-doubt and negative self-labelling as a 'stupid' student, are coloring during the time. Variating the reference sources as textbooks, websites, social media platforms, arranging discussions, and tutoring, are chosen as the effort in overcoming the challenges. Even though the sense of being an autonomous learner, like college students need to be, is revived, but it turns out unimproved to the English language knowledge and skill ability and even gets lower. The direction for next are similar to what they had applied and seen as 'the way out', but it will be strengthened by adding the frequency for more and practicing it in life for daily. Therefore, in designing and implementing English class within the curriculum, it is a need to ensure that

the word “*merdeka*” or freedom is gained as a real freedom in order to be an autonomous and a lifelong language learner by the students and not as ‘being set free in the dark’ all alone just because they trained to be independent in the learning.

B. Implication of the Study

This narrative inquiry study contributes both in theoretical and pedagogical implications. In theoretical, the research adds scientific efforts toward student’s reflection, implementation of EFL class in *Kurikulum Merdeka* and surely the narrative inquiry field to be an extense in knowledge. It also deepens the framework of how the process pedagogy in designing and implementing the teaching-learning activity of English class in *Kurikulum Merdeka* intertwines with the evaluation as well as the reflection owned by the students.

The next is the pedagogical one. The study provides supplementary empirical evidence which captures students’ reflection in experiencing EFL class to portrait how English is perceived within the recent curriculum. The negative tension findings of the reflection roles as feedback that needs to be well-handled for creating a washback in English class. In sum, the implications of the research in both theoretical and pedagogical are gathered or appeared from and for the educational field and knowledge, particularly students as its main receiver.

C. Suggestion

After revealing the students’ stories in experiencing English in *Kurikulum Merdeka*, recommendations are come up for students, teachers or schools, and future researchers. For students, reviving the sense of being a pro-active learner in terms of self-preparation and self-awareness about the learning is better to be done. It includes the discourse of the school institution’s vibe or culture, what and how curriculum will be applied, also the issues materials in English would be. In addition, recognizing the human resource of their individuals can give help in piloting and synchronizing their own selves about ‘the battlefield’ they must take. They do not have to always count on the

socialization by related stake holders (school or teacher) or to wait until they are directly jumping in to the place and wondering “What should I do now?”.

For school and teachers, considering the freshmen candidates’ sight in such a ‘simple’ needs analysis, including their readiness and prior knowledge about *Kurikulum Merdeka*, is better to be conducted later on in designing the learning. Because it is a very new curriculum and the institution is still the only state Islamic high school who implements it, providing earlier information and socialize it to the student candidates or their parents is beneficial in preventing the confusion of the students. The announcement and any relevance or supported documents can be uploaded on their official websites, for instance. English teachers can also do the same for what and how the English would be and probably could maximalize or at least informing to the students about *Merdeka Mengajar* mobile app or any government supported sources on the internet to strengthened students’ knowledge about the curriculum and the English within (besides other authentic materials sources, such as websites or social media).

Since this study is conducted in a state-Islamic senior high school institution and in an urban area, further researchers may investigate in rural or remote areas, or in private-Islamic senior high institutions. It is because the students in those areas or in private schools may have different characters and resources whether the human or the facility.