

**EFL TEACHER'S PROBLEMS IN IMPLEMENTING LESSON PLAN
OPENING STAGE IN CLASSES OF *MERDEKA* CURRICULUM
AND THEIR EFFECT ON STUDENT'S MOTIVATION**

A Thesis

**Presented to the Board of Examiners
in Partial Fulfilment of the Requirements
for the Master Degree in English Education**



By:

KHOMSATUN

2120105008

**MASTER OF ENGLISH EDUCATION PROGRAM
UNIVERSITAS MUHAMMADIYAH PURWOKERTO
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SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination:

Name : Khomsatun

ID Number : 2120105008

Departmen : English Education

Thesis Title : EFL TEACHER'S PROBLEMS IN IMPLEMENTING
LESSON PLAN OPENING STAGE IN CLASSES OF
MERDEKA CURRICULUM AND THEIR EFFECT ON
STUDENT'S MOTIVATION

Supervisor's Approval,

I confirm that the thesis written by the above name student, meet the scholarly standards for the degree, and is there for eligible to proceed to an examination by the board of examiners of the Department of English education, the Postgraduate Program of Universitas Muhammadiyah Purwokerto.

Purwokerto, 31 Mei 2023

Supervisor,

Dr. Suwartonó. M. Hum.
NIK. 2160112

APPROVAL OF THESIS FOR SUBMISSION

This thesis titled:

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OPENING STAGE IN CLASSES OF MERDEKA CURRICULUM
AND THEIR EFFECT ON STUDENT'S MOTIVATION**

By:
Khomsatun

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Board of examiners:

Supervisor


Dr. Suwartono, M. Hum.
NIK. 2160112

Examiner I

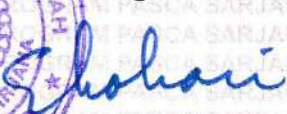

Asih Ernawati, Ph. D.
NIK. 2160209

Examiner II


Saefurrohman, Ph. D.
NIK. 2160372

Purwokerto, 2023

The director of Postgraduate Program


Dr. H. Eko Hariyanto, M. Si., AK., CA, CPA
NIK. 2160757

STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “EFL TEACHER’S PROBLEMS IN IMPLEMENTING LESSON PLAN OPENING STAGE IN CLASSES OF MERDEKA CURRICULUM AND THEIR EFFECT ON STUDENT’S MOTIVATION” is an original and authentic work written by myself, and it has satisfied the rules and regulations of Universitas Muhammadiyah Purwokerto with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institution in Indonesia or abroad.

Name : Khomsatun
ID Number : 2120105008
Department : English Education

May 26th, 2023



Khomsatun

DEDICATION PAGE

All praises to ALLAH SWT who gave me the strength to go this far.

I dedicate this thesis to my beloved husband Yasin Yusuf, who has given me the opportunity and full support in undergoing this education. I never imagine before that I can be at this stage, continue my education in my current situation. Thank you for always existing in my difficult situations and hearing lots of complaints that make you worried. This journey gives us a new story in our life.

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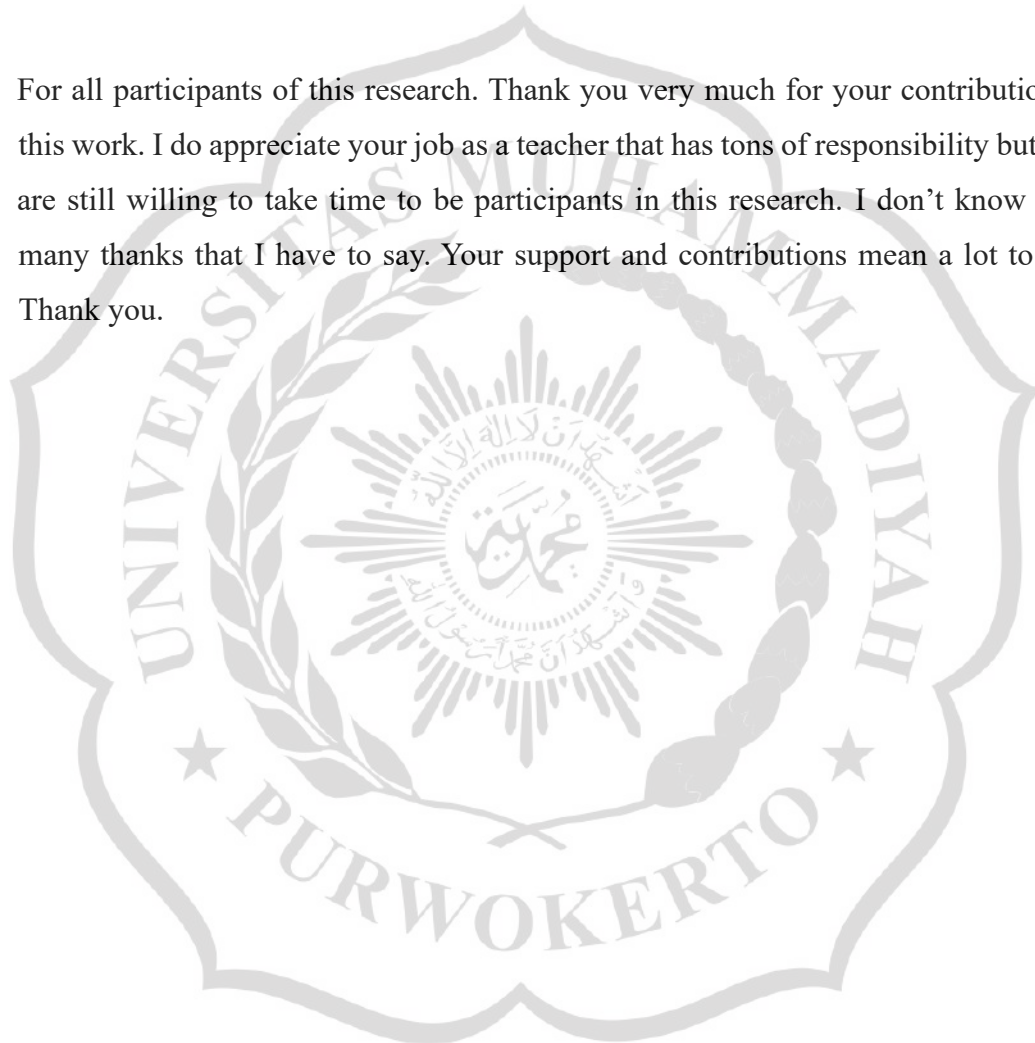
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ABSTRACT

The ability of teachers to open the lessons is very influential on the success of a lesson. Opening skills are activities carried out by teachers to create an atmosphere so that students are mentally prepared and focused on the things to be learned. At the beginning of the lesson, not all students have mental readiness and are interested in following the things to be learned. The importance of the ability to open lessons sometimes cannot be fully carried out by teachers due to various factors. This study aimed to investigate teachers’ difficulties in implementing Opening Stage of lesson plan of the of *Merdeka* Curriculum and their effect to the student’s motivation in following the EFL class. 8 English teachers of Vocational High School were involved in this study. The data were revealed through class observation to know the implementation of opening stage, interview to know the problems faced by the teacher on the items of opening stage could not be implemented, and close-ended questionnaire to know the effect on student’s motivation in joining the EFL Class. Seven of the eight teachers who responded to the survey had successfully completed a good level. More than 70% of the 15 things on the Opening Stage have been put into practice. Only 1 teacher, namely teacher 1 from school 2, had a 46.67% implementation rate. It shows that the teachers are already aware that the opening stage is crucial to be done since it will impact how well subsequent learning goes all the way through to completion. According to the interview results, each person encountered different problems for the items that could not be executed. The findings of the interviews revealed a variety of responses; some were due to forgetfulness, others to a lack of learning time, and a lack of awareness of the significance of the opening stage items. All teachers shared one common cause, it is the human error component of forgetting. From the result of Anova-Test, it shows that schools with high implementation of the opening stage will impact to high student’s motivation. There were differences in the average results of student’s motivational between School 2 and School 3 and also between School 3 and School 4.

Keywords : Lesson Plan, Opening Stage, Student’s Motivation, EFL Class, *Merdeka* Curriculum

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Last but not least, this is far from being perfect. Thus, constructive thoughts and suggestions are welcome to make this thesis better.

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May 26th, 2023



Khomsatun

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