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## TEACHING RECOUNT TEXT PARAGRAPHS FOR JUNIOR HIGH SCHOOL IN THE *MERDEKA* CURRICULUM: NARRATIVE INQUIRY

by

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### Abstract

This research investigates English teachers' perceptions of teaching recount text paragraphs under junior high school's Merdeka Curriculum (MC). The investigation was conducted to get more information on teachers' experiences in recount text paragraph class, primarily focusing on teacher perceptions of effectiveness, extent implementation, and recommended actions to enhance curriculum effectiveness through a narrative inquiry approach. Qualitative data were collected from two participants, Mrs. W and Mr. A, using narrative frames and structured interviews. Then, the data are analyzed using the theory from Miles, Huberman, and Saldana, involving data reduction, data display, and conclusion drawing to synthesize results. The result and discussion in this research showed that the teachers perceive MC positively in enhancing student engagement and learning outcomes in writing recount text paragraphs. The participants highlighted the Curriculum's key strengths: flexibility, interactive nature, and alignment with modern teaching methodologies. Besides, the teachers also emphasized the importance of professional development, collaborative learning among teachers, and integrating learning technology to enhance curriculum effectiveness further. Investigating this topic gives us insights into optimizing the effectiveness of the Curriculum. The optimization focuses on integrating flexible and interactive elements into the teaching process, investing in professional development for teachers, encouraging collaborative learning, and embracing learning technology tools.

**Keywords:** curriculum implementation; Merdeka Curriculum; narrative inquiry; recount text paragraph; teacher perceptions

### Abstrak

Penelitian ini menyelidiki persepsi guru bahasa Inggris tentang pengajaran recount paragraf teks di bawah Kurikulum Merdeka (MC) SMP. Investigasi dilakukan untuk mendapatkan informasi lebih lanjut tentang pengalaman guru dalam kelas paragraf teks recount, terutama berfokus pada persepsi guru tentang efektivitas, implementasi luas, dan tindakan yang direkomendasikan untuk meningkatkan efektivitas kurikulum melalui pendekatan penyelidikan naratif. Data kualitatif dikumpulkan dari dua peserta, Ibu W dan Tn. A, menggunakan kerangka naratif dan wawancara terstruktur. Kemudian, data dianalisis menggunakan teori dari Miles, Huberman, dan Saldana, yang melibatkan reduksi data, tampilan data, dan penarikan kesimpulan untuk mensintesis hasil. Hasil dan pembahasan dalam penelitian ini menunjukkan bahwa guru memandang MC secara positif dalam meningkatkan keterlibatan siswa dan hasil belajar dalam menulis paragraf teks recount. Para peserta menyoroti kekuatan utama kurikulum: fleksibilitas, sifat interaktif, dan keselarasan dengan metodologi pengajaran modern. Selain itu, para guru juga menekankan pentingnya pengembangan profesional, pembelajaran kolaboratif di

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*antara guru, dan mengintegrasikan teknologi pembelajaran untuk meningkatkan efektivitas kurikulum lebih lanjut. Dengan menyelidiki topik ini, ini memberi kita wawasan untuk mengoptimalkan efektivitas kurikulum. Optimalisasi berfokus pada pengintegrasian elemen fleksibel dan interaktif ke dalam proses pengajaran, berinvestasi dalam pengembangan profesional bagi guru, mendorong pembelajaran kolaboratif, dan merangkul alat teknologi pembelajaran.*

**Kata kunci:** implementasi kurikulum; kurikulum merdeka,; penyelidikan naratif; Recount Text Paragraf; Persepsi Guru

## INTRODUCTION

Currently, *the Merdeka Curriculum (MC)* is still a hot topic in education, especially the discussions regarding teachers' perceptions of its implementation in the classroom. So far, the research on the *MC* has looked at readiness in terms of material, namely through textbook analysis (Damayanti & Mukarto, 2024; Martins & Mukarto, 2024). On the other hand, the research on teachers' perceptions of teaching using the *MC* has been conducted by some researchers (Lestari, Lestari, & Nularsih, 2024; Telaumbanua, 2024; Fatma & Ratmanida, 2023; Lestari, 2023; Triskia, Yulia, & Afifah, 2023). Lestari, Lestari, and Nularsih (2024), who researched teachers' perception of implementing the *MC* in English teaching, found a positive perception of the increasing learning outcomes and a negative related to weakening students' knowledge abilities. Besides, the research results from Telaumbanua (2024), who researched teachers' perception of implementing *MC* in junior high school Semarang, showed that teachers have positive perceptions of its implementation in class and negative perceptions related to difficulty accessing the internet and IT developments. The research results from Fatma and Ratmanida (2023) also showed that most English teachers had good perceptions of the design of teaching modules, assessments, differentiated learning, and PjBL in the *MC*'s implementation at junior high schools in Padang.

Furthermore, the research from Lestari (2023) showed insight into challenges such as the different students' character and learning styles. Then, the benefits include material based on students' needs, student-centered learning, and beneficial aspects for teachers and students when implementing the *MC* at MA Minhajut Tholabah. In addition, the results from Triskia, Yulia, and Afifah (2023) also showed that there were teachers' positive perceptions, such as their understanding of implementing the *MC* stages at SMP IT Fathona OKU Baturaja and SMP IT Tunas Cendikia Baturaja. All of the previous researchers have shown their perceptions regarding implementing the *MC*. However, knowing the perception is not enough. So, in-depth

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research is still needed to compare whether the perception aligns with its effectiveness. Finally, research that links perception and implementation of effectiveness is needed.

Introducing the *MC* in Indonesian education significantly changed conventional teaching methods. According to Fitra and Tiarina (2023), the primary purpose of the latest Curriculum is to strengthen Indonesia's education system, which has encountered many issues since 2019. Besides, Ubay, Eldarni, Rayendra, and Anugrah (2023) also stated that the urgency for implementing the *MC* is to revive learning from 2022 to 2024 by adopting strategies to recover the true nature of education. However, its implementation has encountered notable obstacles, especially in English class. For example, Riskianto, Surono, and Inawati (2023) explained that the problems in implementing the *MC* were the teacher's limited understanding of student character, insufficient resources to support English learning when applying the *MC*, the necessity to shift parents' perspective on the *MC*, and the teacher's lack of comprehension on the *MC*. Moreover, Halawa (2024) mentioned that teachers need socialization and training to improve their skills and reduce their confusion and struggle in implementing the new concepts of the *MC*. The data obtained from the field also showed that obstacles such as a lack of in-depth understanding of the new Curriculum made it difficult for teachers to adapt it in the classroom. Therefore, we need to hear teachers' voices to clarify their position.

According to the obstacles above, there are also differences in teachers' perceptions regarding implementing the *MC*. *Perception* is a process in which someone gives meaning to the surrounding environment and can be defined as a response provided to get the information (Fatma & Ratmanida, 2023). From the previous research, Lestari and Nularsih (2024) stated that the negative perception was because its implementation weakened the students' knowledge abilities by breaking their focus on practice lessons rather than the material. The positive one was because the implementation improved students' learning outcomes. Besides, Telaumbanua (2024) also found that the teachers have positive perceptions because they can be more creative in class, the learning more enjoyable and meaningful, the learning directed at the student's needs, and the learning process more focused student-centered. The negative perception is about the difficulty in accessing the internet for teachers who live geographically and the IT mastery for older teachers (over 50 years). Fatma and Ratmanida (2023) also stated that most English teachers had a good perception of implementing the *MC* at the junior high school level. The positive perceptions are related to the indicators of designing teaching modules, implementation

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of project-based learning, implementation of differentiated learning, and assessment. Moreover, Lestari (2023) explained that at MA Minhajut Tholabah, there were differences in students' character and learning styles. The material was based on students' needs, the learning was focused on student-centered learning, and the beneficial aspects for teachers and students when implementing the *MC*. In addition, Triskia, Yulia, and Afifah (2023) revealed that the teachers had positive perceptions because of their excellent understanding of the implementation of the *MC* stages at SMP IT Fathona OKU Baturaja and SMP IT Tunas Cendikia Baturaja. With a good understanding, they can sincerely implement the *MC*, understand independent learning, understand that the reduction benefits teachers and students, and adapt to the student's character and needs.

The previous research found some research on teachers' teaching in English classes using the *MC*. Meanwhile, there is a limited discussion regarding the teaching recount text paragraph in junior high school when implementing the *MC*. Besides, the understanding of teaching needs to be more concerned with the role of teachers both individually and collectively, listening to their voices and the stories they tell about their work and lives (Clandinin, 2007). Thus, researchers use narrative inquiry in this research's recount text paragraph class. A narrative inquiry approach examines human experience through life-experience interviews, oral histories, photo-voice ventures, biography, autoethnography, or other narrative methods of human experience (Ford in Suryana, Hidantikarnillah, & Murwantono, 2021). Furthermore, using narrative inquiry will show that every teacher has their own perception based on their experience in class.

This research is feasible because it discusses the understanding of the teachers' perceptions in teaching recount text paragraphs within the *MC*, which is paramount for enhancing educational practices, especially in junior high school. The *MC*, designed to provide a comprehensive framework for educational development, underscores the importance of English language proficiency (Indraprasta & Pawiro, 2023), particularly in writing, for students' academic advancement. Teachers serve as pivotal agents in implementing curriculum objectives and shaping instructional strategies. Thus, exploring their perceptions offers valuable insights into the challenges, opportunities, and effectiveness of teaching English writing under the *MC* in the junior high school context. This is needed to understand better and map what is needed to be more effective.

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The explanations above highlight the need to research teachers' perceptions in teaching English, especially in recount text paragraph class when applying the *MC*. Thus, this research aims to enhance our knowledge of teachers' teaching perception, especially in recount text paragraph subjects within the *MC*. Specifically, the following research questions were addressed in this research:

1. What are the teachers' perceptions regarding the effectiveness of teaching recount text paragraphs within the *MC* at the junior high school level?
2. To what extent is the *MC* implemented effectively at the junior high school level?
3. What are the recommended actions to enhance the effectiveness of *MC* in recount text paragraphs class for junior high school?

## **METHOD**

### ***Design***

The research used a qualitative research design. To be more particular, this research used a narrative inquiry to investigate the English teachers' perceptions in implementing the *MC* in recount text paragraph class. Barkhuizen, Benson, and Chik (2014) stated that narrative inquiry is a comprehensive term for research involving stories. Martin, Tarnanen, and Tynjälä (2018) stated that narrative aligns with constructivist theory, which states that knowledge is built continuously via individual experiences and social interaction. This research focused on the teachers' perception of implementing the *MC*. By its purpose, a narrative inquiry approach seems the best match for this research as it examines human experience through life-story interviews, oral histories, photo-voice ventures, biography, autoethnography, or other narrative methods of human experience (Ford, 2020).

### ***Participant***

The research was conducted at MTs Al-Islam Boarding School and SMP Islam YBWPI (*Yayasan Badan Wakaf Pendidikan Islam*). Researchers wanted all the teachers to be involved in this research. However, several criteria were determined for narrative inquiry. The first criterion is that participants must be an English teacher. Researchers chose English language teachers as the participants of the research in order to emphasize only the English language field. Second, the teacher teaches English using the *MC* to limit the place only to English classes

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that use the *MC*. Third, they took from different genders to provide representative results from different participants' thinking. Fourth, they have an English educational background to ensure the participants are professional teachers in English. The last criterion is that they are non-native speakers because it helps avoid presenting English material that confuses Indonesian students. Based on the specific criteria, the chosen participants are Mrs. W, who teaches English at MTs Al-Islam Boarding School, and Mr. A, who teaches English at SMP Islam YBWPI. The detailed information of both participants can be seen in the table below:

**Table 2.1 Participants' Information**

Teacher's Name	Gender	School's Name	Subject Taught	Teaching Experience
Mrs. W	Female	MTs Al-Islam Boarding School	English	17 years
Mr. A	Male	SMP Islam YBWPI	English	2 years

### **Instrument**

The data in the present study were the English teachers' responses gathered from narrative frames that consisted of teachers' perceptions regarding the application of the *MC* in recount text paragraph class and the data from the structured interview. The statement of Barkhuizen et al. (2014) in Rohmah and Widiati (2017) showed that researchers could anticipate the limitations in their narrative frame, such as restricting the teachers' stories and researcher's accessible data by giving an empty box at the beginning and end of the actual sentence-starter frame. Therefore, the source of data was collected through an online open questionnaire for narrative frames and formal interviews to confirm the teachers' statements in narrative frames and then reveal participants' individual experiences.

The instruments in this research were developed by adapting Barkhuizen's (2014) Narrative Frame Model. In narrative frames, the themes for the items were developed into some topics: teachers' identity and their experience in using the Curriculum, teachers' perceptions of the extent to which the *MC* is implemented effectively at the junior high school level, and teachers' recommended actions to enhance the effectiveness of the *MC* in writing paragraph recount text for junior high school. The detailed narrative frames can be seen in Appendix 1. Jannah and Hentasmaka (2021) also said that by using interviews, researchers could confirm and get deeper information about participants' answers. Therefore, the researchers also used the

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structured interview to confirm the participants' answers. The same themes were also used in the interview guidelines, which developed into ten questions to clarify the participants' statements from the narrative data in the narrative frame. The detailed interview guidelines can be seen in Appendix 2.

After developing the instruments, the researchers then validated them. The two experts, an English teacher from MTs Al-Islam Boarding School, validated both instruments in this research using content and construct validation. The validation results showed that these instruments are suitable for data collection with some minor revisions. After revising them, researchers used them to conduct the data research.

### ***Data collecting technique***

In collecting the data, researchers first share the narrative frame using Google Forms with the participants. The narrative frame is used to investigate the narrative data, including retelling the participants' experiences. After collecting the data, researchers analyze and interpret the data systematically using a narrative inquiry approach. Besides using narrative frames, researchers also used interviews to collect the data because it was the most recommended type to gather the participants' statements (Suryana, Hidantikarnillah & Murwantono 2021). Due to their busy schedule, the interview was conducted through voice notes on WhatsApp. After collecting the data, the researchers transcribed the participants' data. This research conducted the interview in an informal conversational way, enabling participants to reveal their experiences. Both instruments provided qualitative data from the participants' answers.

### ***Data analysis technique***

The data result from the data collection was qualitative data. After collecting the data, the data was analyzed using the data analysis technique from Miles, Huberman, and Saldana (2014). Based on their theory, there are some steps when analyzing the data: data reduction, data display, concluding, and verification. For the narrative frames, the data was reduced by choosing, reducing, organizing, summarizing, and changing information gathered from narrative frames. Research questions drive data selection and analysis to ensure relevance and coherence. As a result, data display provides ordered data for easier understanding and decisions. After displaying the data, researchers carefully select words, sentences, and

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narratives to create a comprehensive dataset, manage the data, and draw pertinent results. The present research organizes and presents narrative data on the teachers' perception of the *MC*'s implementation when teaching recount text paragraphs in junior high school.

The first step was to transcribe the interview data onto paper. After the data is transcribed, it is reduced by choosing, reducing, organizing, and summarizing information gathered from the interview. The second step is to display the data after doing the data reduction. After displaying the data, researchers carefully select words and sentences to create a comprehensive dataset, manage the data, and draw pertinent results. The present research organizes and presents the teachers' clarification data from their answers in narrative frames data.

## **RESULT AND DISCUSSION**

### ***Result***

In this section, researchers retold the participants' stories regarding their perceptions and experiences in teaching recount text paragraphs when the *MC* was applied. The narratives of each participant, including the participants' perceptions regarding the effectiveness of teaching recount text paragraphs within the *MC* at the junior high school level, the extent of implementation of the *MC* at the junior high school level, and the recommended actions to enhance the effectiveness of *MC* in recount text paragraph class for junior high school were separately presented.

#### **1. The result of narrative frames in an open-ended questionnaire**

Mrs. W started teaching English at MTsN 8 Kediri in 2007, and she currently teaches class VII at MTs Al-Islam Boarding School. After using the 2013 Curriculum, she felt the *MC* was more effective, interactive, innovative, and fun. She likes the *MC* because the students can be directly involved with learning. Implementing the *MC* in recount text paragraph classes also reduced the teaching load due to implementing effective teaching strategies and learning plans. The experience gained from professional development through workshops, MOOCs, and MGMP participation further enhanced her teaching practices. Teaching resources such as digital tools and community partnerships have made learning delivery more effective. Continuous feedback and formative assessment are aligned with the writing objectives of the

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MC. The feedback and assessment allow for tracking student progress and making informed learning decisions. In addition, to increase the effectiveness of the MC, Mrs. W suggested discussing the material with colleagues, attending workshops, and providing motivation to students. Despite challenges such as initial confusion and student response, these efforts have significantly improved her teaching experience and transformed her writing class into a fun learning environment.

Mr. A is an English teacher at SMP Islam YBWPI and started teaching in 2022. During the transition to the MC, he felt its implementation was more effective because of its freedom and flexibility. This shift has improved classroom dynamics, making learning more interactive and fun than the previous Curriculum. Besides, using the MC in writing class positively impacted Mr. A because his learning was supported by innovative teaching methodology and structured learning plans. Other factors contributing to the successful implementation of the MC were the PjBL, critical thinking exercises, and professional development through workshops or mentoring. The digital tools, educational materials, and community partnerships also facilitate effective learning delivery. Besides, formative assessment strategies help him see student progress and decide the appropriate learning for class use. Apart from that, implementing the MC can also make an exciting writing class environment. Furthermore, Mr. A suggested integrating the learning tools, increasing professional development, and strengthening community partnerships to support the teaching experiences in class. These suggestions have increased students' engagement and motivation in recount text paragraph classes.

The first finding is the result of the questionnaire by Mrs. W and Mr. A regarding their perceptions of teaching recount text paragraphs when applied to the MC. The detailed information can be seen in the table below:

**Table 3.1 The Result of the questionnaire by Mrs. W and Mr. A**

<i>Participant</i>	<i>Category</i>	<i>Perception</i>	
		<i>Positive Perception</i>	<i>Negative Perception</i>
<i>Mrs. W</i>	<i>The Effectiveness of Teaching Recount Text</i>	1. <i>Mrs. W felt the MC was more effective, interactive, innovative, and fun. It is also better implemented because</i>	-

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<i>Paragraphs within the MC</i>		<i>the students can be directly involved with the learning in class.</i>		
<i>The Extent Implementation of the MC at the Junior High School Level</i>	2.	<i>Implementing the MC in recount text paragraph classes reduced the teaching load due to the implementation of effective teaching strategies and learning plans.</i>	-	
	3.	<i>Experience gained from professional development through workshops, MOOCs, and MGMP participation further enhanced the teaching practices.</i>	-	
	4.	<i>Teaching resources such as digital tools and community partnerships have made learning delivery more effective.</i>	-	
	5.	<i>Continuous feedback and formative assessment are aligned with writing objectives. It allows for tracking student progress and making informed learning decisions.</i>	-	
	6.	<i>Mrs. W suggested discussing the material with colleagues, attending workshops, and motivating students to improve the teaching experience and transform the writing class into a fun learning environment.</i>	-	
<b>Mr. A</b>	<i>The Effectiveness of Teaching Recount Text Paragraphs within the MC</i>	1.	<i>Mr. A felt the MC's implementation was more effective because its freedom and flexibility improved classroom dynamics, making learning more interactive and fun compared to the previous Curriculum.</i>	-
<i>The Extent Implementation of the MC at the Junior High School Level</i>	2.	<i>Using the MC supported the learning by innovative teaching methodology and structured learning plans.</i>	-	
	3.	<i>PjBL, critical thinking exercises, and professional development through</i>	-	

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	<i>workshops or mentoring supported the learning.</i>	
	4. <i>The digital tools, educational materials, and community partnerships also facilitate effective learning delivery.</i>	-
	5. <i>The formative assessment strategies also help see student progress and decide the appropriate learning for class use.</i>	-
	6. <i>The implementation of the MC made an enjoyable writing class environment.</i>	-
<i>The Recommended Actions to Enhance the Effectiveness of the MC</i>	7. <i>Mr. A suggested integrating the learning tools, increasing professional development, and strengthening community partnerships to support the teaching experiences in class.</i>	-

## 2. Interview Result

In the interview data, Mrs. W provided insights on various aspects of the *MC*. She described it as a new curriculum replacing the 2013 curriculum. Regarding its implementation in teaching recount text paragraphs, she perceives it as more effective compared to its predecessor, attributing this effectiveness to its interactive, innovative, and enjoyable nature. Mrs. W affirmed that the *MC* is influential in teaching writing, emphasizing student-centered learning where students are active and teachers act as facilitators. To foster curriculum implementation, the teacher can enhance student engagement and the ability to address local issues in writing projects by using the PjBL. Overall, it improved students' writing skills and indicated a positive implementation of the *MC* at the junior high school level.

In the interview, Mr. A gave his insights on the *MC's* effect on teaching writing recount text paragraphs. Based on the implementation of *MC*, he perceives that *MC* is more effective than *K-2013*. He emphasizes that the student flexibility fostered the student-centered approach, students' engagement, PjBL, and collaborative activities. He affirmed its effectiveness based on improving student engagement, motivation, and overall writing performance, underscoring the Curriculum's adaptability and focus on critical thinking and creativity compared to its predecessor. Some factors contributing to the effectiveness were innovative teaching methods,

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comprehensive lesson planning, integration of PjBL, and critical thinking exercises. Professional development, community partnerships, and formative assessment strategies also played crucial roles in enhancing the impact of the Curriculum. He recommended integrating technology learning tools to enrich students' learning experiences, providing regular professional development for teachers, and fostering community partnerships. These recommendations aimed to create more interactive and enjoyable classes and equip teachers with updated instructional strategies.

The second finding is the result of the interview by Mrs. W, and Mr. A regarding their perceptions of teaching recount text paragraphs when applied to the MC. The detailed information can be seen in the table below:

**Table 3.2 The Result of the Interview by Mrs. W and Mr. A**

Participant	Category	Perception	
		Positive Perception	Negative Perception
Mrs. W	The Effectiveness of Teaching Recount Text Paragraphs within the MC	1. MC is more effective compared to its predecessor, attributing this effectiveness to its interactive, innovative, and enjoyable nature	-
	The Extent Implementation of the MC at the Junior High School Level	2. MC emphasized student-centered learning, where students are active, and teachers act as facilitators.	-
	The Recommended Actions to Enhance the Effectiveness of the MC	3. The teacher can enhance student engagement and ability to write projects by using the PjBL.	-
Mr. A	The Effectiveness of Teaching Recount Text Paragraphs within the MC	1. Mr. A perceives that MC is more effective than K-2013 in implementing MC. He emphasizes student flexibility, fostering the student-centered approach, students' engagement, PjBL, and collaborative activities.	-
		2. The improvement in student engagement, motivation, and overall writing performance showed the effectiveness of MC.	-

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<i>The Extent Implementation of the MC at the Junior High School Level</i>	3. <i>The MC implemented innovative teaching methods, comprehensive lesson planning, integration of PjBL, and critical thinking exercises.</i>	-
<i>The Recommended Actions to Enhance the Effectiveness of the MC</i>	4. <i>Professional development, community partnerships, and formative assessment strategies are crucial in enhancing the Curriculum's impact.</i>	-
	5. <i>Integration of technology for learning tools to enrich students' learning experiences, providing regular professional development for teachers, and fostering community partnerships</i>	-

The results from Mrs. W's experiences in the questionnaire and interview insights underscore the MC's positive impact on teaching recount text paragraphs. The recommendations focus on collaborative learning, professional development, and student motivation, contributing to an enjoyable and effective classroom environment under the new Curriculum. Besides, Mr. A's questionnaire and interview results underscore the positive impact of the MC on teaching recount text paragraphs. They highlight the strategies for further enhancement and the importance of ongoing professional development and community collaboration in achieving educational goals.

**Discussion**

As revealed in the questionnaires and interviews, this discussion synthesizes teachers' perceptions and recommendations based on their experiences with the MC in their recount text paragraph classes. The detailed discussion is presented below:

***The Perceptions Regarding the Effectiveness of Teaching Recount Text Paragraphs within the MC at the Junior High School Level***

Mrs. W and Mr. A, the experienced teachers who teach recount text paragraphs at the junior high school level, stated their perception of the MC compared to the 2013 Curriculum. Mrs. W, who currently teaches at MT's Al-Islam Boarding School, emphasized that the MC is more interactive, innovative, and fun than the previous Curriculum. According to her statement

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in the research result, the *MC* facilitates direct student engagement and reduces teaching load through effective teaching strategies and professional development opportunities. Mr. A from SMP Islam YBWPI also has a similar experience as Mrs. W. He praised the Curriculum for its flexibility and noted the improvements in the recount text paragraph class and student engagement. Both teachers agree that the *MC* is a positive change that increases teaching effectiveness by developing a student-centered approach and using innovative methodologies such as PjBL.

The findings from Mrs. W and Mr. A are in line with some researchers (Lestari, Lestari, & Nularsih, 2024; Sulistyowati & Wulandari, 2024; Telaumbanua, 2024; Fatma & Ratmanida, 2023). The research conducted by Sulistyowati and Wulandari (2024) and Telaumbanua (2024) showed that most teachers strongly agreed with the Curriculum's effectiveness. They found that the *MC* allowed teachers to design their learning creatively and focus more on students' development. Lestari, Lestari, and Nularsih (2024) and Fatma and Ratmanida (2023) also revealed positive perceptions among teachers regarding implementing the *MC*. To be specific, it improved the student's learning outcomes. Conversely, there are differences between the results of teachers' perceptions in the present and the previous research. This present research only has a positive perception in its discussion. However, in the previous research, some researchers showed negative perceptions about implementing the *MC* (Lestari, Lestari, & Nularsih, 2024; Telaumbanua, 2024; Lestari, 2023).

### ***The Extent of Implementation of the MC at the Junior High School Level***

Both teachers see the implementation of the *MC* as transformative learning. Mrs. W noted that the implementation has significantly reduced her teaching load while the *MC* is improving students' engagement and learning outcomes. She mentioned the success of structured lesson plans, digital tools, and continuous feedback mechanisms aligned with curriculum objectives. Mr. A also has thoughts similar to those of Mrs. W. He highlighted the students' flexibility, fostering the student-centered approach to curriculum implementation.

The research result of Lestari, Lestari, and Nularsih (2024) is in line with the implementation of the *MC* by Mrs. W. Lestari, Lestari, and Nularsih (2024) have implemented *MC* in their class. It has an impact on the English teaching-learning process. The English teachers can make structured lesson plans from *Tujuan Pembelajaran* based on *Capaian*

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*Pembelajaran* in the MC. The teachers also implemented the learning cycle, differentiated learning, and assessment based on the MC. Then, the result from Lestari (2023) is similar to the implementation of the MC in Mrs. W in achieving material targets to improve student's learning outcomes and foster student engagement in class. In addition, the research of Telaumbanua (2024) is also similar to the perception from Mr A, where the learning is directed to the student-centred-based learning models.

***The Recommended Actions to Enhance the Effectiveness of the MC in Recount Text Paragraphs Class for Junior High School***

Mrs. W and Mr. A suggested various recommendations to increase the MC's effectiveness in teaching recount text paragraphs. Mrs. W proposes that teachers could share their knowledge with others, attend some workshops, and engage students in the class to improve her teaching tactics and students' motivation. She also promotes employing the PjBL technique by including local issues in writing projects, making learning more relevant and engaging for students. Besides, Mr. A suggested incorporating additional technology learning tools, offering frequent professional development to teachers, and developing community ties. These ideas attempt to improve student learning experiences by making classes more engaging and providing teachers with up-to-date instructional methodologies.

This result from both teachers aligns with the research by Tapung (2024) and Novita, Saputro, Chauhan, and Waliyansyah (2022). Here, the researchers stated that the teacher will get some evaluations and reflections by following the individual training. Teachers formulate action plans to enhance their future teaching practices in this training. They must actively use the learning platform to benefit from the features provided. These plans encompass refining teaching strategies, augmenting available resources, and adjusting the planning and implementation of subsequent PjBL.

Furthermore, teachers can actively share knowledge with other teachers or through a community of practitioners to provide a means for sharing good practice, benefitting from diverse perspectives and experiences that align with Mrs. W and Mr. A's perceptions. Besides, the finding also aligns with the research from Kamila and Agus RM (2023). Their research showed that teachers participate in online and offline workshops by the government and the education department. So, it becomes an excellent contribution to sustainability, improving the

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quality of education, and achieving educational goals. In addition, from the previous research, the result in Lestari (2023) is similar to this research. It is about the training or professional development that makes teachers more familiar with the learning by using *MC*.

Based on the discussion, it can be concluded that Mrs. W and Mr. A have their perception regarding implementing *MC* in recount text paragraph class at the junior high school level. On the other hand, some highlighted limitations of this research are also present. The limited data obtained from the two experienced teachers and the limited participants and the experiences shared are the discussion of MTs Al-Islam Boarding School and SMP Islam YBWPI. Then, the findings are primarily focused on qualitative data, the perceptions are based on current experiences only, the recommendations are limited in their applicability in other schools, and the proposed changes may face resistance from other teachers or stakeholders who are accustomed to traditional methods or lack the resources. Future studies may expand their scope by adding more varied samples and complementing the various limitations that have been mentioned.

## CONCLUSION AND SUGGESTION

### *Conclusion*

To summarize, teachers had generally good impressions of the *MC*'s implementation in teaching recount text paragraphs at the junior high school level. Mrs. W and Mr. A both emphasize the *MC*'s usefulness in increasing student engagement, decreasing teaching burden, and enhancing learning results through innovative teaching methods and planned lesson plans. However, they admit areas for improvement and make specific recommendations to improve curriculum implementation. These include integrating technology, promoting individual development, and developing community ties.

### *Limitation*

Although this research reveals positive views about the topics presented, it also acknowledges limitations such as focusing on some specific unique environments, MTs Al-Islam Boarding School and SMP Islam YBWPI, the small number of respondents, the lack of quantitative evidence, and the recommendations may have potentially limiting their applicability in other schools with different challenges or resources, and many more. These limitations suggest that more insights were gained from the other studies from further research

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with a more extensive and diverse sample to draw more comprehensive conclusions about the effectiveness of the *MC* in teaching recount text paragraphs, especially at the junior high school level.

### ***Implication***

Regarding the teachers' positive perception of the *MC*'s implementation in recount text paragraph class at the junior high school level, the teachers should continuously improve their teaching practice, especially when implementing the *MC*. As the research participants suggested, teachers can integrate with the technology to improve curriculum implementation, promote individual development, and develop community ties. By improving those points, junior high school English teachers in Indonesia can maximize the use of the *MC* for their recount text paragraph class and ensure that students have a comprehensive and engaging learning experience aligned with the goals of 21st-century education.

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**Appendix 1**

**The instrument of narrative frame**

**1. Perceptions regarding the effectiveness of teaching recount text paragraphs in within the MC at the junior high school level**

My name is... I am an English teacher who started teaching at (school name) ... . Initially I started teaching in (year) ... The place I teach now is at (name of school or school level) ... . My student is in class (in which class) ... - ... . In my previous experience, I used... Curriculum. Now my school has implemented a new curriculum, namely... Curriculum. Therefore, I ... , especially when I taught recount text paragraph. From my experience, the use of the ... Curriculum is (different or same) ... from the previous Curriculum. In my opinion, the ... Curriculum is more effectively implemented in the classroom than... Curriculum. The reason is because the current Curriculum is more (1) ..., (2) ..., (3) ... rather than... Curriculum. So I think I prefer to use ... Curriculum rather than ... Curriculum.

**2. The extent to which the MC is implemented effectively at the junior high school level?**

When I thought about my teaching, I realized that implementing the ... Curriculum in my recount text paragraph class was ... and .... This is due to the assistance (1)..., (2)... used in the class. In addition, this situation is also caused by many factors, such as the application of (1) ..., (2) ..., (3) ... . Apart from that, professional development from the training I participated in, such as attending (1)..., (2)..., (3)... also improved my teaching practice in the classroom, especially when implementing the MC. In addition, the resources available when implementing the MC such as (1)..., (2)..., (3)... make it easier for me to deliver learning effectively. Lastly, assessment and input during the implementation of the MC allows me to.....and..... assessment strategies that are in line with the objectives of writing the MC. This is important because .....

**3. The recommended actions to enhance the effectiveness of MC in recount text paragraphs class for junior high school**

Then, recommended actions to increase the effectiveness of the MC in my class, I suggest to (1)..., (2)..., (3).... The reason I chose these suggestions is to (1)..., (2)..., (3)....

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As their teacher, I have a responsibility to ensure that the above suggestions can .... Sometimes this can be a bit frustrating because I have to (1)..., (2)..., (3).... , besides that, this also makes me happy because (1)..., (2)..., (3) ... . So, when there was improvement in the implementation of the MC in my class, I felt... Apart from that, the condition of my recount text paragraph class has also become ... and ...

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## **Appendix 2**

### **The Instrument of interview guideline**

The interview guidelines used to clarify the participants' statements from the narrative data were:

1. Could you give an explanation related to your understanding of the *MC*?
2. What is your perception about the implementation of the *MC* in teaching recount text paragraphs?
3. Is the implementation of the *MC* in teaching recount text paragraphs effective?
4. What are the reasons for the effectiveness of implementing the *MC* in teaching recount text paragraphs?
5. Are there any other factors that caused the effectiveness of the *MC* in teaching recount text paragraphs?
6. Could you explain more about those factors?
7. Are those factors also helping the learning activities in the recount text paragraph class?
8. So far, could you explain the extent to which the *MC* is implemented effectively at the junior high school level?
9. Could you explain the detailed recommendation actions to increase the *MC*'s effectiveness in the recount text paragraph class?
10. What are the reasons you chose those suggestions?