Implementation of Phase F Learning in Kurikulum Merdeka: How Well Students Able to Analyze Text?

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Abstract

"Kurikulum Merdeka" allows teachers to choose the material they find necessary to teach in class. Phase F is a learning phase for grades 11 and 12 at vocational/senior high schools, with the final learning outcome that students should have standard competence in spoken, written, and visual English to communicate according to the situation, purpose, and audience/reader. In this phase, various texts can be used as the main learning material, as they can help students improve their vocabulary, grammar, interpretation, and ability to analyze and produce texts. However, many students face challenges with their basic English skills. A study was conducted to assess students' abilities in analyzing text, specifically analytical exposition texts. Fourteen students majoring in software engineering were involved in the qualitative descriptive study, and data was collected through observation and assessment. Students were required to analyze the text and record it as videos, aiming to increase their technological literacy through mastery of various applications such as Bandicam.The research findings revealed that students showed very good ability in analyzing the generic structure of the text, but struggled with analyzing language features like simple present tense, conjunctions, and terms related to the context. On the positive side, students demonstrated strong technological literacy as they were able to master various video-making applications.

INTRODUCTION

The Learning Achievement of English Subject Level F is that at the end of Phase F, students use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader. Various types of texts such as narrative, exposition, discussion, literary texts, original texts, and multi-texts are the main references in learning English in this phase. Students use English skills to explore narrative texts, expositions and discussions on various topics including social issues and cultural contexts. In this phase, not only students' language skills are increasingly developing but also their critical thinking, creative, communicative and self-confident abilities in order to realize the Pancasila learner profile (Kemdikbud, 2021).

As one of the text types introduced in Phase F, the learning process for analytical exposition texts is designed to achieve the targeted learning outcomes of this phase. Students engage with analytical exposition texts through various activities, such as listening, reading, writing, and discussing topics related to their personal context and broader significant issues, including social and environmental concerns.

The primary goal of learning analytical exposition texts is to equip students with the ability to identify, comprehend, and produce this type of text effectively. Specifically, students are expected to identify the characteristics of analytical exposition texts, which include the thesis, arguments, and reiteration. They are also trained to recognize linguistic features, such as the use of facts and opinions, internal conjunctions, nominal phrases, and the simple present tense. Furthermore, students are guided to understand both implicit and explicit information within the text, including main ideas and detailed information, based on what they read and hear. Additionally, they learn to write analytical exposition texts by adhering to social functions, text structure, and linguistic elements appropriate to the context. Finally, they are encouraged to present the analytical exposition texts they have written while paying attention to these same elements.

Beyond these textual competencies, the learning of analytical exposition texts also aligns with broader educational goals, including strengthening character education (PPK) as outlined in the Pancasila Student

Profile, fostering 21st-century skills, enhancing high-level thinking abilities, and promoting school literacy. In this context, the learning process aims to instill faith, devotion to God Almighty, noble character, independence, critical thinking, creativity, collaboration, and global awareness in students. It also emphasizes critical thinking skills for problem-solving as part of the 21st-century skillset. Additionally, students are encouraged to analyze, evaluate, and produce spoken and written analytical exposition texts fluently and regularly, enabling smooth interaction and communication. Moreover, they are taught to transfer verbal information into visual formats, thereby enhancing their literacy skills.

Through this comprehensive approach, students are not only prepared to master analytical exposition texts but also equipped with the skills and values necessary to navigate real-world issues effectively and contribute meaningfully to society.

Some research conducted to measure the implementation of "Kurikulum Merdeka" in classroom context. One of study observed and mapping the readiness of students in learning English Phase F of "Kurikulum Merdeka" stated that the main obstacles are lack of vocabulary, lack of grammatical knowledge and low motivation in learning English (Kustini, 2023).

The other study analyzed the students' readiness for autonomous learning of english subject and the results showed that about 59% of students always have a learning target for autonomy in learning English (Anita et.al., 2022).

A research analyzed a text (biography) in English learning in "Kurikulum Merdeka" also has shown various errors in sentence effectiveness in biographical texts written by students, such as errors in base sequence, order of variation, elimination of elements, alignment, and the use of conjunctions (Cendekia, 2023).

Research on the extent to which the independent curriculum is successful is important because research that examined students' readiness to face independent learning, the findings revealed that many students were not familiar with the concept of learner autonomy. They also had fairly low motivation to learn English and generally were not ready to act as autonomous learners, lacking the typical skills and competences. The results indicate that Indonesian students need to be trained in planning their learning process, setting objectives and taking a more active role in negotiating the teaching-learning process (Cirocki, 2019).

From the research mentioned above, there has been no research that specifically examines students' ability to analyze analytical exposition text in the independent curriculum. This study was conducted to fill this gap.

However, the implementation of the independent curriculum has been going on for more than two years. It raises the question, to what extent students are successful in achieving learning goals especially in analyze the text. Then, the research was conducted to answer the questions of research:

1. How well students are able to analyze the text in phase F learning?
2. What is the obstacle faced by students in understanding the text of analytical exposition text?

METHODS

The study involved 14 students from the eleventh grade majoring in software engineering, specifically class 11 RPL 1 at SMKN 1 Kadipaten, consisting of 5 male students and 9 female students. The purpose of the study was to assess the extent of the students' ability to analyze analytical exposition texts by focusing on two main aspects: the generic structure and language features of the text.

Regarding the generic structure, the students were provided with an understanding of the components of an analytical exposition text. These components include the thesis or introduction, which presents the main idea or argument; the arguments, which support the thesis with evidence or reasoning; and the reiteration or conclusion, which reinforces the main point of the text.

In terms of language features, the study emphasized several key aspects. First, students were taught the use of the simple present tense, as commonly found in sentences like "lions live," "I eat," and "cheetahs run." They were also introduced to mental verbs such as "I believe," "I prefer," "I agree," and "I doubt," which express the writer's thoughts or opinions. Saying verbs, like "people say" and "research indicates," were highlighted as

tools to refer to external sources or statements. The use of connecting words, such as "additionally," "furthermore," "also," "in addition," "firstly," and "secondly," was explained to help students create logical links between ideas. Similarly, causal conjunctions, including "because," "consequently," "despite," "due to," "yet," and "otherwise," were introduced to show cause-and-effect relationships. Finally, the students were taught to use words that express the author's attitude, such as "will," "may," "usually," and "doubtless," to convey certainty, frequency, or perspective.

The material on analytical exposition texts was delivered over the course of six meetings, during which various activities were conducted to help students understand and apply these elements effectively.

Data collection techniques

Observations are made during the learning process. Analytical Exposition Text material is given for six meetings with a duration of each meeting @ 2 class hours. Next step is assessment. Student assessment data was obtained from individual assignments in analyzing analytical exposition text and also presentations made in video form using the Bandicam application and other applications that have the same function and uploaded to YouTube.

Instrument

The research instrument is observation during the learning process and assessment from video results of students analyzing analytical exposition text.

Data analysis techniques.

The observation sheet records how students understand the text either through discussion, pair work or group discussion. Next, an assessment is given in the form of an assignment to make an individual Analytical Exposition Text analysis. Analysis includes generic structure and language features. Students are given the freedom to choose the desired theme in Analytical Exposition Text genre. The final assessment is to present the text analysis that has been created and evaluated together either through peer review or by the teacher and make it in video form using applications such as Bandicam and other applications that have the same function. This is in line with the learning objectives to be achieved in terms of 21st century skills and technological literacy.

RESULTS

The students' ability in analyze the text

The study conducted in the eleventh grade students of SMKN 1 Kadipaten majoring software engineering, class 11 RPL 1. The sample are 14 students consist of 5 males and 9 females.

Table 1. The participant of the research

Sex	Amount	Percentage (%)
Male	5	36
Female	9	64
Total	14	100

The observation results show that student activity is at a moderate level. But they are all involved in the discussion and assignment process. A small number of students dare to ask questions while others are more passive. The material that is often asked about is in the language feature section, namely simple present tense, internal conjunction and relational process. For generic structure, the level of understanding reached 95%.

The assessment given is in the form of articles written and assessed by the teacher and given feedback so that students' understanding of analytical exposition text is more in-depth. Next, students look for examples of analytical exposition text, analyze them, recorded in video format and upload them to YouTube.

The following are the results of the student analysis video:

Table 2. Students' video analytical exposition text analyze

Students' name	The link	Title/theme
Yasmin	https://youtu.be/U2yJ-jZ-6zQ?si=55Io0mWsAw5J1BA8	Benefits Of Regular Exercise
Cloudya	https://youtu.be/NDOZFkAe31k?feature=shared	Breakfast
Neng Fatimah	https://youtu.be/Zin8TMsWdfw?si=9I9tuN-S82OCXDWy	The Important Of Wearing A Mask
Edrick Andreas	https://youtu.be/TovGkJySHMA?si=TYx6Ly5ftPcoUDPY	Breakfast
Muhamad Nur Padilah	https://youtu.be/3fcCmEKFa_k?si=tQ4QP6fmE1AsJ4dz	Badminton
Julia Farellina	https://youtube.com/shorts/Se3JpWBgLRI?si=rFUiQutuvU4xh1aR	Why Is Physical Activity And Fitness Important?
Ana Rudiyatna	https://youtu.be/DZejvqnDVgg	Motorbike Should Be Banned In A Housing Area
Syahla Destiana putri	https://youtu.be/PwnG1D0_8F8?si=IhC6IzQYGP8Fnr8k	The Importance Of A Healthy Lifestyle
Abdullah Mubarok	https://youtu.be/dLh6p1tw7ZQ	Sports
Reyhana Fitria	https://youtu.be/ez4gfMyNOaM?si=-ONMgcwrNoDwU3TY	The Importance Of Saving Money
Intan	https://youtu.be/KSznpdrKNis?si=p3Omtb-Qs8PbMSQq	The Benefits Of Physical Education I School
Anggun Wikayla	https://youtu.be/-lNkEtLyyHE?si=wgyXl-okM3IKURow	A Serious Threat To Our Earth
Sinta susilawanti	https://youtu.be/078gCCnO5wM?si=E-sT26KWde31n8Wv	About The Unpredictable Weather In This Season
Dimas Pratama	https://youtu.be/4vvypgBHKns?si=NpC0nFAeE5QuySJh	The Importance Of Having Breakfast
Total	14	

From the task in making video analyzing analytical exposition text, students' ability to analyze text is seen from two elements, namely the ability to analyze generic structure and language features.

a. Students' ability in analyzing generic structures

Students have been given an understanding of the generic structure of analytical exposition text, which consists of a thesis, arguments and reiteration or conclusion.

From the results of the student analysis, the following results were obtained:

Table 3. Students' ability in analyze generic structure

Students' name	Thesis	Argument	Reiteration	Notes
Ys	√	√	√	Arguments = 2 paragraphs, completed with image.
Cl	√	√	√	
NF	√	√	√	Arguments = 3 paragraphs
EdA	√	√	√	
MNP	√	√	√	
JF	√	√	√	
AR	√	√	√	
Sy	√	√	√	
DP	√	√	√	
Abd	√	√	√	
M	√	√	√	
ReyF	√	√	√	
I	√	√	√	

AW	√	√	√
SinS	√	√	√
DimP			
Total	14	14	14

Students' ability in analyze generic structure of analytical exposition text reached 100%. They able to know the characteristics of each parts of generic structures.

b.   Students' ability in analyze language feature

Table 4. Student's analyze on language feature

Student	Simple present	Mental verbs	Saying verb	Connecting words	Causal conjunct.	Words that express the author's attitude	Score	Notes	Duration (minute)
Ys	√	√				√	90	+action verb	2.03
Cl	√			√	√		70	+action verb	1.18
NF	√			√	√		72	+passive voice, if clause	2.18
EdA	√			√		√	90		3.04
MNP	√			√			75		3.04
JF	√			√	√		70	Mistake= 2 in Simple present. The correct are prep. and passive voice	1.48
AR	√	√		√	√		68		2.26
SyDP	√			√			70	+action verb	1.46
AM	√			√		√	64		0.39
ReyF	√			√		√	88	+action verb	1.55
I	√				√		70	+action verb	2.56
AW	√			√		√	78	+action verb	0.57
SS	√			√	√		73		1.28
DP	√			√	√	√	63	Mistake in connecting words (are much, are many)	2.31
Total	14	2	-	11	7	7	Σ=1041 M = 74.3		Σ=25.33 M =1.8

From the results of the language feature analysis, all students succeeded in recognizing the simple present, then recognizing mental verbs = 2 students, connecting words = 11 students, causal conjunctions = 7 students and words that express the author's attitude = 7 students and no one found saying verbs in in the text they analyzed.

The shortest video duration is 0.39 minutes and the longest is 3.04 minutes with an average duration of 1.8 minutes. The grades given to students are based on creativity, accuracy of analysis and ability to explain including reading ability (spoken). The lowest score is 63 and the highest is 90 with an average score of 74.3. Meanwhile, in terms of technological literacy skills, students' abilities are very good. They are very adaptive and implementative in searching, selecting and using applications such as Bandicam, Viva Video and other applications in the process of making video analysis.

The obstacles in analyze the text

There are several errors in the analysis:

1.   In the analysis the simple present is mentioned even though it is a preposition (a) and passive voice (is associated).

2. Many students analyze action verbs in their texts even though action verbs are not included in the linguistic features / analytical exposition text.
3. Wrong analysis of connecting words (are much, are many).
4. There are also students who analyze passive voice, modals, and if clauses/conditional sentences even though they are not included in those mentioned as language features of analytical exposition text.
5. Errors in giving examples of the present tense also occur when students highlight phrases (not the whole sentence or part that is characteristic of the simple present either in be (am, is, are) or verb 1. The phrase mentioned in the simple present is, for example, badminton's unique, the sport's global popularity, badminton's rich history.
6. They have not mentioned all the language features in the text.

DISCUSSION

The findings of this study provide valuable insights into the eleventh-grade students' ability to analyze analytical exposition texts, focusing on both the generic structure and language features. The discussion below connects these results with relevant literature and highlights implications for teaching and learning practices.

1. Students' Ability to Analyze Generic Structure

The results indicate that all students (100%) successfully identified the generic structure of analytical exposition texts, including the thesis, arguments, and reiteration. This achievement aligns with the findings of Emilia (2012), who emphasized that understanding the generic structure is fundamental to developing critical literacy skills in argumentative texts. The students' ability to identify each component of the generic structure demonstrates a clear understanding of the organizational pattern of analytical exposition texts, which serves as the foundation for developing arguments effectively (Knapp & Watkins, 2005).

Additionally, the feedback provided by teachers and the task of creating video analyses appear to have reinforced students' comprehension of the generic structure. Research by Hyland (2004) suggests that providing authentic tasks and teacher feedback significantly improves students' understanding of text structure and helps them internalize the features of academic writing.

2. Students' Ability to Analyze Language Features

The analysis of language features presents mixed results. All students could identify the use of the simple present tense, a key linguistic feature of analytical exposition texts, as highlighted by Derewianka (2011). However, only 11 students identified connecting words, and even fewer recognized causal conjunctions (7 students) and words expressing the author's attitude (7 students). Furthermore, no students identified saying verbs, which are essential for attributing arguments to external sources.

These findings are consistent with research by Schleppegrell (2004), who noted that language features in argumentative texts, such as causal conjunctions and evaluative language, often pose challenges for learners. The errors observed, such as misidentifying action verbs and passive voice as part of the language features, suggest that students need more explicit instruction and practice in identifying and using these features accurately. Explicit teaching methods, as suggested by Gibbons (2015), can help address these gaps by providing students with clear explanations, modeling, and scaffolded practice.

3. Technology Integration and Literacy Skills

The integration of technology through video analysis tasks showcased students' adaptability and creativity. The use of applications like Bandicam and Viva Video reflects their competence in digital literacy, which is essential for 21st-century learning (Ng, 2012). This finding underscores the potential of leveraging technology to enhance students' engagement and learning outcomes, as suggested by Prensky (2010). However, the varied duration of videos (ranging from 0.39 to 3.04 minutes) and the average quality of analysis (mean score of 74.3) indicate that while students are proficient in using technology, they need further guidance to maintain analytical depth and consistency in their presentations.

4. Challenges in Analyzing Analytical Exposition Texts

The study identified several challenges, including errors in identifying language features and the misclassification of grammatical elements, such as prepositions and passive voice, as part of the simple present tense. These findings are supported by previous studies (e.g., Fang & Schleppegrell, 2008), which found that students often struggle with the functional analysis of grammar in academic texts. Furthermore, students' omission of certain language features, such as saying verbs and causal conjunctions, indicates a partial understanding of the linguistic demands of analytical exposition texts.

To address these challenges, teachers could adopt the Systemic Functional Linguistics (SFL) approach, which emphasizes the relationship between language forms and their functions within specific contexts (Halliday & Matthiessen, 2014). Providing students with targeted exercises, such as identifying and analyzing specific language features in context, can help them develop a more comprehensive understanding.

5. Implications for Teaching

The findings of this study highlight the importance of combining explicit instruction, authentic tasks, and technology integration to improve students' analytical skills. Incorporating collaborative activities, such as peer review and group discussions, can also enhance students' critical thinking and ability to analyze texts, as suggested by Vygotsky's (1978) sociocultural theory. Additionally, fostering metacognitive strategies, such as self-assessment and reflection, can empower students to evaluate their learning progress and address gaps independently (Zimmerman, 2002).

CONCLUSION

Students' ability to analyze analytical exposition text is at a medium level. For the generic structure analysis section, students understood it well. It's just that in analyzing language features, students' abilities are still not good enough. Students' understanding of the simple present needs to be deepened so that they can recognize it well and differentiate it from passive voice and if-clause/conditional sentences. In providing an understanding of verbs, it also needs to be deepened so that they can understand its parts such as mental verbs and saying verbs. Conjunctions and connecting words are also not understood very well, as can be seen from the errors in giving examples when they are analyzed. In terms of technological literacy, students can use various applications that support them in making videos, as can be seen from their creativity which is reflected in the videos they make. Research to test the extent of student's ability to analyze texts needs to be carried out more widely in the future, both in terms of population size and text types. So that the success of the independent curriculum in creating independent learning will find its target. Research within the framework of testing the extent of students' abilities in analyzing texts is useful for evaluating and reflecting on the implementation of the independent curriculum so that the final learning objectives can be achieved.

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