

**NAVIGATING THROUGH ENGLISH TEACHERS' EXPERIENCES
TOWARD CURRICULUM CHANGES IN INDONESIA: A NARRATIVE
INQUIRY**

A Thesis

**Submitted in partial fulfillment of the requirements for the Master's Degree
in English Education**



by

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2105368

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2023

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S.Pd Universitas Islam Negeri Sunan Gunung Djati, 2020

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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Universitas Pendidikan Indonesia
Januari 2024

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PAGE OF APPROVAL

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A THESIS

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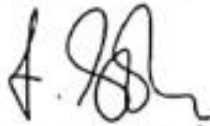
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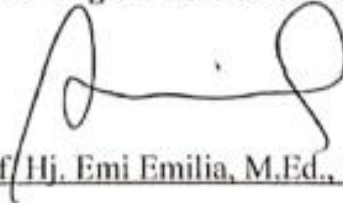
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STATEMENT OF AUTHORIZATION

I affirm that the thesis titled "Navigating Through English Teachers' Experiences Toward Curriculum Changes in Indonesia: A Narrative Inquiry" represents an entirely original work I created exclusively. It has not been previously submitted for a master's degree at any other academic institution. The research presented fulfills the stipulated requirements of the Master's Degree Program in the English Education Department at Indonesia University of Education. I take full responsibility for the findings and conclusions presented. Furthermore, I am mindful of ethical standards in scholarly research, ensuring proper referencing of external sources to attribute their perspectives and insights duly.

Bandung, January 2024

Muhamad Tegar Pratama

ACKNOWLEDGEMENT

I express my gratitude to Allah SWT, the most Gracious and Merciful, for granting me strength, patience, and courage in my life. Peace and blessings be upon our noble Prophet Muhammad SAW, his family, his son, his followers, and all Muslims until the end of time.

In the process of composing this thesis, the support I received from those around me has been invaluable—whether through references, discussions, or emotional encouragement. I extend my heartfelt thanks and appreciation to the individuals mentioned below:

1. My parents, Nanda Suhandana and Kiki Mariam, have been unwavering in their support since the day I decided to return to school after completing my bachelor's degree. They consistently reassured me that I could navigate this academic journey, and their sincere prayers have undoubtedly paved unexpected paths for me.
2. Prof. Hj. Emi Emilia M.Ed, Ph.D, the Head of the English Education Department.
3. Dr. Rd Safrina M.A, my first supervisor, who guided me through the thesis writing process. Her critical insights played a pivotal role in structuring the sentences within this thesis, reminding me of the significance of each word and instilling a sense of careful consideration in my language choices.
4. Isti Siti Saleha Gandana, M.Ed, Ph.D., my second supervisor, who has been with me since the inception of ideas about this research. She has been a constant presence, understanding the motives, stories, and objectives behind my choice of topic. Ms. Isti has been an inspiration in employing the narrative inquiry method, nurturing this thesis into a robust piece ready for a broader audience.
5. All lecturers at the English Education Department; your knowledge has been invaluable to me.
6. Muhammadiyah 8 Boarding School, which provided full support during my studies and allowed me to work while pursuing my education.

7. Mr. Ali and Ms. Ratna, two individuals who willingly shared their stories for me to retell. Their comprehensive, clear, and courageous narratives significantly contributed to this research.
8. My colleagues—Rapli, Surya, Lutfi, Fikri—who supported and assisted me whenever I faced challenges or confusion while working on this thesis.
9. My wife, Noviany Riska Hasanah, who consistently provided sincere support, understood when I needed someone to talk to, and stood by me during difficult times. She is the reassuring presence that continually affirmed my ability to complete this thesis.

ABSTRACT

Curriculum changes are an inevitable reality in education, adapting to the evolving needs of a country or institution. In Indonesia's English language teaching, a significant shift occurred with the 2013 Curriculum, moving English from an intracurricular to an extracurricular subject at the primary education level. This change undoubtedly impacted teachers, who are at the frontline of implementing the curriculum. Although Indonesia's curriculum has shifted to the Emancipated Curriculum, reinstating English as a mandatory subject, reflecting on the past remains important as a crucial record to prevent history from repeating. Teachers consistently experience the effects of the curriculum changes, making them central to this study. It explores how the curriculum shift, making English an extracurricular activity, impacts the professional and socio-economic dimensions of primary school English teachers. To delve deeper into the impact of the curriculum change, the study involved two experienced English teachers affected by the shift in primary schools. Utilizing a narrative inquiry approach, episodic narrative interviews were conducted over three sessions with each teacher, ensuring comprehensive data collection. This methodology serves as a bridge to precisely understand how teachers' experiences shape their perspectives. The findings reveal that the curriculum change significantly impacted these teachers, leading to unexpected experiences filled with disappointment and uncertainty. The shift affected their professional and socio-economic dimensions, closely tied to their livelihoods. In this context, they can no longer teach English in formal primary education; one assumed the role of a homeroom teacher, and the other transitioned to teaching in Junior High School. These results underscore the importance of considering the implications when designing a curriculum, taking into account the firsthand experiences of affected teachers. In conclusion, this research urges policymakers, educators, and future researchers to view curriculum changes not merely as shifts in teaching methods but as impactful events profoundly affecting teachers' lives.

Keywords: *Curriculum Change, English Language Teaching, Primary School Education, Teacher Experiences*

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