

ABSTRACT

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THE WAYS OF PROMOTING INTERDEPENDENT LEARNERS OF ENGLISH

(xi + 21 pages; 2 figures; 1 table)

Certain aspects of the 2013 Curriculum and the Merdeka Curriculum that reinforce students' individualistic tendencies need adjustments by orienting it to the Grand Narrative framework. Therefore, curriculum cannot and should not separate from God. The purpose of this paper is to find out the actualization of interdependent learning in the 2013 Curriculum and Merdeka Curriculum and explain the steps of the curriculum emphasis based on a biblical perspective. This paper was made using literature review. The three results of this paper are the rubric for spiritual attitudes of the 2013 Curriculum should be modified for Christian curriculum holds that spirituality cannot and should not be studied separately from God and the goal of Merdeka Curriculum to fix the learning loss in Indonesia after pandemic should only be the complementary to the main goal of Christian curriculum; the Christian curriculum's worldview should be oriented to emphasize the Grand Narrative framework in attempt to carry out the purpose of Christian teaching; and steps of the curriculum that emphasize interdependence in English classroom that based on a biblical perspective are begin by teachers to help students revealing and seeing from God's perspective, view students correctly as the image of God and designed as relational beings, and invites students to collaborate and cooperate with teachers as partners to make impact through interdependent learning. Suggestion for teachers is checking curriculum worldview and foundation before implementing it and for school principals and curriculum coordinator is to rejuvenate the curriculum and radically orient the curriculum to the Grand Narrative framework.

Keywords: collaboration, cooperation, curriculum, interdependence.

References: 25 (1998-2022).

ABSTRACT

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IMPROVING GRADE 6 PRIMARY STUDENTS' PARTICIPATION IN ENGLISH LANGUAGE CLASSROOM

(xii + 25 pages: 2 figures; 1 table; 4 appendices)

Participation is important in English Language classroom in primary level, however in grade 6 students in a private Christian School in Tangerang found that the primary students have low participation because they did not fulfill the indicators of participation which are actively, relevantly, and appropriately. Participation in English language classroom is essential for two reasons because students learn from their environment and participating in English classroom shapes students' communicative competence. This research investigates the reason of primary students' low participation and how grouping and role play improve primary students' participation in English Language classroom. This paper uses descriptive qualitative method to investigate and collect data. Students participate in school same as they participate in home-based learning which shown low effort to learn in both class, students find difficulties in identifying the content to review and take notes on, and students did not follow the teacher's instructions in English language classroom are three reasons of grade 6 primary students in a private Christian Junior School in Tangerang are having low participation in English language classroom. The three indicators of participation such as active, appropriate, and relevant, the grouping and role play found in grade 6 primary students' participation in English language classroom. By being actively, relevantly, and appropriately participating in English language classroom, primary students enabled and equip to reveal that they need others in their life through communication to construct meaning together in order to be able to use the language positively inside the community. Recommendation for school is it needs to increase the number of activities the teacher can design to promote collaboration and cooperation in the classroom and for English teacher is to design challenging, fun, and authentic activities in English classroom, and for parents are allowing opportunity for primary students to collaborate and cooperate in the classroom.

Keywords: collaboration, cooperation, grouping, primary students' participation, role play.

References: 25 (1990-2021).