

**THE IMPLEMENTATION OF SPEAKING ASSESSMENT IN THE
MERDEKA CURRICULUM AT SMKN 1 BANJARBARU**

SARJANA'S THESIS

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REG. NUMBER 2010117220038



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

LAMBUNG MANGKURAT UNIVERSITY

2025

**THE IMPLEMENTATION OF SPEAKING ASSESSMENT IN THE
MERDEKA CURRICULUM AT SMKN 1 BANJARBARU**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Degree in English Language Education Study Program**

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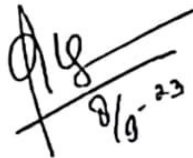
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LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis Proposal of Nur Hani Amanda Reg. Number 2010117220038 entitled "The Analysis of Speaking Assessment in Textbook Entitled 'Stop Bullying Now' for Grade XI" has been approved by the advisor for oral examination.

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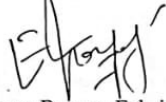
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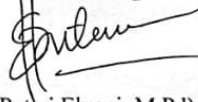
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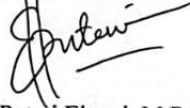
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This is to certify the *Sarjana's* Thesis of Nur Hani Amanda, Reg. Number 2010117220038 entitled **“The Implementation of Speaking Assessment in the Merdeka Curriculum at SMKN 1 Banjarbaru”** has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

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ABSTRACT

Amanda, Nur Hani. 2025. *The Implementation of Speaking Assessment in the Merdeka Curriculum at SMKN 1 Banjarbaru*. Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. The first advisor: Emma Rosana Febriyanti, M.Pd., and the second advisor: Eka Puteri Elyani, M.Pd.

Keywords: speaking assessment, Merdeka Curriculum, vocational school

Speaking skills are essential for vocational school students as they prepare for professional communication in their future careers. The Merdeka Curriculum, recently introduced in Indonesia, emphasizes flexibility, contextual learning, and student-centered approaches, making it necessary for teachers to understand how speaking assessments are implemented in alignment with these principles. This research aimed to analyze the implementation of speaking assessment at SMKN 1 Banjarbaru, a vocational school offering various major programs.

This study employed a qualitative descriptive method. Data were collected through semi-structured interviews with five English teachers and five students from different classes, along with supporting documentation. Triangulation was applied to ensure the credibility and reliability of the findings.

The findings revealed that teachers implement a variety of speaking assessment tasks, such as role-plays, picture descriptions, presentations, group discussions, and storytelling, tailored to students' vocational fields and needs. These assessments reflect the principles of the Merdeka Curriculum, including flexibility, contextual learning, and student-centered learning. The study concludes that meaningful, relevant, and adaptable speaking assessments can support vocational students' language development and recommends further support and training for teachers to optimize implementation.

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The researcher recognizes that this sarjana's thesis is far from perfect and still requires improvement in various aspects. However, the researcher sincerely hopes that this work will contribute positively to the academic community and offer value for future development. Any constructive feedback and suggestions to enhance this research are highly appreciated and will be gratefully received.

Banjarmasin, 2025
The Researcher

Nur Hani Amanda

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