

**THE USE OF INSTRUCTIONAL MEDIA IN TEACHING ENGLISH  
WITH *KURIKULUM MERDEKA* AT THE SEVENTH GRADE STUDENTS  
OF SMP MUHAMMADIYAH PROGRAM KHUSUS KOTTABARAT  
SURAKARTA IN THE ACADEMIC YEAR 2022/2023**

**THESIS**

Submitted as A Partial Requirements

for the Degree of *Sarjana*



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*Wassalamu'alaikum Wr.Wb*

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## DEDICATION

*Alhamdulillahirabbil 'aalamiin*, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have been loving yesterday, now, and tomorrow ever after:

1. My beloved parents, Mr. Marjono and Mrs. Iswikandari
2. My beloved big family
3. My beloved friends (Susinta Dwi Agustina, Viviana Vika Anggraini, Fatimah Nurhayati, Krasnaya Cahyaningtyas Putri, Mutiara Zulfa Assyifa, Prawita Ayu Ramadhani, Teguh Kiranto)
4. Members of PBI H
5. My Future Husband since he will be glad that is written here
6. My beloved almamater, UIN Raden Mas Said Surakarta

## MOTTO

لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ

“If you grateful, I will surely increase you in favor,”

(QS. Ibrahim:7)

ط إِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship (will be) ease.”

(QS. Al Inshirah: 6)

"Whoever makes it difficult for (others), Allah will make it difficult for the Day of Judgment"

(Narrated by Al-Bukhari: 7152)

“The greatest glory in living lies not in never falling, but in rising every time we fall.”

(Nelson Mandela)

## PRONOUNCEMENT

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I hereby sincerely state that thesis titled “The Use of Instructional Media in Teaching English with *Kurikulum Merdeka* at the Seventh Grade Students of SMP Muhammadiyah Program Khusus Kottabarat Surakarta in the Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, June 15<sup>th</sup> 2023



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The researcher realize that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, June 15<sup>th</sup> 2023

The researcher



**Denita Sekarningrum**

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## ABSTRACT

Denita Sekarningrum. 2023. *The Use of Instructional Media in Teaching English with Kurikulum Merdeka at the Seventh Grade Students of SMP Muhammadiyah Program Khusus Kottabarat Surakarta in the Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor : Ika Sulistyarini, M.Pd.

Instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional objectives. This research was conducted to describe how the teacher determines and implements instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023.

This research used case study design. The English teacher who teaches the seventh grade students was chosen by the researcher as the subject and informant of this study. In collecting data, the researcher used observation, interview, and documentation. The data collected were analyzed by data condensation, data display, drawing the conclusion and verification. The researcher used data credibility (triangulation), transferability, dependability, and confirmability to show trustworthiness of the data.

From the data collected, the researcher found that in teaching English with *Kurikulum Merdeka* the teacher used LCD Projector, Laptop/HP, board, picture, Microsoft Word, PowerPoint, flashcard, real object, paper, video, speaker, application (YouTube/TikTok/Instagram, WhatsApp Group, Padlet, Google form, Google drive). The first finding indicates that the English teacher used several criteria in determining instructional media with *Kurikulum Merdeka*, including media appropriateness with learning objective, media support toward the learning material, the easiness to get media, teachers' skill in using media, there is time to use media, media appropriateness with students' level of understanding, appropriateness media with student characteristics and the integration of technology based media. The second finding shows that in the implementation of instructional media with *Kurikulum Merdeka*, the teacher did preparation before utilizing media. In the main activity of the implementation instructional media the English teacher used instructional media to delivered and explained material, the teacher used media to give exercise and collect students tasks, instructional media to facilitate learning differentiation and Student Centered Learning activities, and the teacher used media to support strengthen students' Pancasila profile. The teacher also conducted the next activity to check students' understanding through questioning students during the lesson, group discussions and individual assignments or tests.

**Keywords** : *Instructional Media, English Teaching, Kurikulum Merdeka*

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Teaching English as a foreign language has become challenge for English teachers to find the best way to teach English. Learning English is maybe fun for several students that interested with this subject, but there are also many students who feel difficult and less motivation in learning English. Besides the approach, method and technique used, as a facilitator, the teacher needs supporting aspect such as instructional media to lead the instruction and interest the students to engage in the teaching learning process.

According to Alamsyah (2019), instructional media has been considered as a tool of English language teaching for supporting students in learning. Teachers use instructional media when teaching process to help them in delivering English material. Scanlan (2010) states that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional objectives. Instructional media is an important element in the teaching and learning process, as stated by Tanggoro (2015), that the role of media is very important in English teaching-learning process to achieve the instructional goal. Besides that, to achieve instructional goal and learning objectives, the teacher must choose media, method and technique that is appropriate to the characteristic of students.

According to the study conducted by Jon *et al.* (2021), students' perception of English language teaching is also affected by the use of instructional media. The use of instructional media is important to make learning activities more fun, effective and attract the attention of students. Relevant with Sudjana and Arsyad (2007) as cited in Utami (2019) instructional media give several benefits as follows: (1) learning will be more attract student's attention (2) instructional media can make learning materials clearer and understandable (3) by using instructional media the learning process more varied, so students will not get bored and save teacher energy (4) students can do more learning activities such as: observing, doing, demonstrating, and others. With many benefits gained, the teacher can involve students in the teaching and learning process and achieve the learning objectives.

Furthermore, Rachmijati (2020) states that the kind of instructional media are varying according to the student needs and teacher needs. There are many kind of instructional media such as picture, graphics, multimedia, board, audio media, LCD projector, video, text, real object, etc. According to Mulyana (2003), instructional media is divided into four types, there are Games and Simulation, Visual Media, Audio Media and Audio-visual Media. (1) Games and simulation, for the example of games: Simon says, Scrabble, Words puzzle, Bingo. And for the simulation such as role playing, drama, puppet show. (2) Visual media is media that can be seen, such as books, pictures, board, module, flash card slide, etc. (3) Audio media, is media that only can be heard such as

radio, songs, recording, record player. (4) Audio-visual media is media that can be seen and heard like voice slide, film, TV, Video Tape Recorder.

The role of instructional media in teaching learning process is very important, but there are several teachers are not proficient in applying instructional media, they also find difficulties in selecting instructional media that suitable with student's characteristics and needs. Related with the study conducted by Jon *et al.* (2021), it happens due to some teachers who do not participate in any teaching training, poor learning strategies, limited time of teaching, and lack of learning access. So the teacher needs literature and references how to determining and using instructional media in teaching English effectively and interestingly.

Regarding the instructional media in teaching English, there are several studied that have been carried out. One study was conducted by Ristika *et al.*, (2020), she found that English teachers used several kind of instructional media, such as; real objects or models, slides, pictures, video, web, audio, books, and boards. Furthermore, another study was conducted by Sari (2023). In this study she found that the teachers used three procedures in the use of instructional media in teaching English: teachers showed the instructional media to the students, teachers explained the material by using instructional media, and teachers used instructional media to give exercises.

In addition, based on the study conducted by Nastiti (2018), in the selection of instructional media, teachers believed that they should make a consideration in choosing media that should be based on curriculum and the



topic. Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (Lee *et al.*, 2010). To achieve the national educational goals set by Indonesian government, curriculum should be arranged and formulated strategically into certain programs (Nur & Sulistyani, 2018).

Education in Indonesia has undergone several curriculum changes. This is caused by several factors such as the changes of society needs, political issues, the new insight of teaching learning process, development of industry and technology (Pajarwati *et al.*, 2021). *Kurikulum Merdeka* is a new offer in the world of education. The implementation of *Kurikulum Merdeka* is intended to answer the challenges of educational principles in the digital-based industrial era or industry 4.0. In line with the use of instructional media which is a form of technology integration in the world of education. *Kurikulum Merdeka* was designed as part of the government's efforts to overcome the learning crisis, which has gotten worse as a result of the pandemic. Students' poor learning outcomes, even like reading literacy, are a defining feature of this crisis (Kemdikbud, 2022).

Based on the decision of the Head of BSKAP No.009/H/KR/2022 Year 2022, starting in the 2022/2023 Academic Year, educational units can choose to implement a curriculum based on the readiness, starting from the level kindergarten or TK-B, class I, IV, VII, and X. Schools that implement the *Kurikulum Merdeka* are divided into three categories based on their readiness

and conditions, namely: a) *Mandiri Belajar* (Independent Learning), the education unit applies several parts or principles of the *Kurikulum Merdeka*, without changing the curriculum that is being implemented, b) *Mandiri Berubah* (Independent Change), the education unit can implement the *Kurikulum Merdeka* with teaching tools that have been provided, c) *Mandiri Berbagi* (Independent Sharing), educational units can develop their own teaching tools in implementing the Independent.

*Kurikulum Merdeka* in the perspective of Law Number 20 of 2003 concerning the National Education System, has an important role in developing the character of students. According to BSNP or the National Education Standards Agency 2022, *Kurikulum Merdeka* is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. A project to raise the student's Pancasila profile was created using a few themes that the government had established. The government wants to turn schools into a safe, inclusive and fun learning place.

The establishment of a curriculum framework is the duty of the government. Meanwhile the operationalization on how the curriculum is implemented, is the school task and autonomy for teachers, according to the characteristics of students and school conditions. In addition, there are also several obstacles related to literacy, references, digital access, teacher

competency, and time management in the operationalization of the *Kurikulum Merdeka*. Based on the research conducted by Ahid (2022), he found that in East Java, many teachers still lack of understanding in the concept and implementation *Kurikulum Merdeka* in the learning process. It makes some teachers are not ready to implement learning oriented to the fulfillment of the goals of *Kurikulum Merdeka*. This happened mainly because of the age factor associated with a reluctance to learn IT. Some don't want to bother with variations in learning methods for reasons of other busyness.

SMP Muhammadiyah Program Khusus (PK) Kottabarat Surakarta is one of the schools that has been implementing *Kurikulum Merdeka* since from the beginning of 2022/2023 academic year, only at the seventh grade students. Based on the pre-observation, in implementing *Kurikulum Merdeka* based on the school readiness and condition, this school falls into the *Mandiri Berubah* category where is the education unit can implement the *Kurikulum Merdeka* with teaching tools that have been provided before. In implementing *Kurikulum Merdeka*, teachers also join technical guidance and workshops. Based on the confession of one of the English teachers there, in fact there are still many teachers who do not fully understand the concept of *Kurikulum Merdeka*. Even so, the teachers continue to carry out this curriculum with knowledge and competencies they have; such as strengthening student's Pancasila profile using projects, adapting teaching with students' characteristic, needs and interest. In addition, the teacher also looking for references from other schools that implement *Kurikulum Merdeka*.

In carrying out the *Kurikulum Merdeka*, teachers have the flexibility to choose material and teaching tools. English teacher at SMP Muhammadiyah PK Surakarta try to provide English material that is essential and accordance with students' needs. However, in selecting English material, in the beginning of the school year, the English teacher who teaches seventh grade students also have to communicate with the teachers who teach in grades 8 and 9, so that overlapping materials does not occur. In the *Kurikulum Merdeka*, the teacher has the challenge of providing learning according to the students' characteristics, one of them is related to the students' learning style. Students have various learning style, such as auditory, kinesthetic and visual learner. To provide the teaching process accordance with the characteristics, needs, and learning styles of students, teachers use instructional media.

The English teacher believes that students will be less motivated in learning English when the teacher uses monotonous and uninteresting learning activities. In teaching English for the seventh grade students at SMP Muhammadiyah PK Surakarta, besides to help teachers deliver material and facilitate students learning, the teacher uses instructional media to attract students' attention, make learning English fun, interesting, and develop students' motivation. The availability of adequate facilities and instructional media in SMP Muhammadiyah PK Kottabarat Surakarta is become one of the considerations why the researcher chose this school as a research place. And the researcher chose the seventh grade students because *Kurikulum Merdeka* is only implemented at the seventh grade. Based on the observation and interview

results during pre-research on January, 5<sup>th</sup> 2023, the English teacher who teaches the seventh grade students, teacher uses several instructional media in teaching English; such as picture, video, board, LCD projector, PowerPoint slides, speaker, applications (Padlet, Wordwall, Quizizz, YouTube, WhatsApp), etc.

According to the exposure above, it is very important for the teacher to know the role of instructional media in teaching and learning process. Beside that, the teachers' understanding of the concept of *Kurikulum Merdeka* also affects the learning process carried out in schools. The implementation of *Kurikulum Merdeka* is become consideration on how teacher select and use instructional media. However, the ability and creativity of the teacher also determines how instructional media can be optimally integrated to achieve learning objectives and be aligned with the *Kurikulum Merdeka*. Although many studies have discussed about the use of instructional media in teaching English, but no study has discussed how the use of instructional media with *Kurikulum Merdeka*. So, the researcher interested in doing research on the use of instructional media in teaching English with *Kurikulum Merdeka*. Moreover, researcher considers these topics are important to study. To get more outcomes from the research, therefore the deeper identification is needed in this issue. Based on the background described above, the researcher made the research with the tittle **“The Use of Instructional Media in Teaching English with *Kurikulum Merdeka* at the Seventh Grade Students of SMP Muhammadiyah Program Khusus Kottabarat Surakarta in the Academic**

Year 2022/2023". The researcher hopes this research can be useful in the future.

## **B. Identification of the Problem**

Based on the background of the study above, the researcher identifies some problems as follows:

1. Students are less motivation in learning English
2. Teachers lack creativity in creating learning activity
3. Teachers need instructional media to lead the instruction and interest the students to engage in the teaching learning process
4. Several teachers are not proficient in selecting and using instructional media
5. Many teachers still lack of understanding in the concept and implementation of *Kurikulum Merdeka* in the teaching process
6. In implementing instructional media with *Kurikulum Merdeka* teachers need literacy, references, digital access, teacher competence, and time management

## **C. Limitation of the Study**

This research focused on the use of instructional media in teaching English with *Kurikulum Merdeka*. The researcher selected the seventh grade students because at the secondary school level, *Kurikulum Merdeka* is only implement for the seventh grade students. The subject and informant of this research was an English teacher who teaches the seventh grade students at SMP Muhammadiyah PK Kotabarat Surakarta, because there was only one English

teacher who teaches the seventh grade students. In this research, the researcher focused on analysis how the teacher determines and implements instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023.

#### **D. Formulation of the Problem**

Based on the background of the study above, there are some problems that arise. Some of them can be identified as follow:

1. How does the teacher determine the instructional media used in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023?
2. How does the teacher implement instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023?

#### **E. Objectives of the Study**

According to the statement of the problems, the objectives of this study are:

1. To describe how the teacher determines the instructional media used in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023.

2. To describe how the teacher implements instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023.

#### **F. Benefits of the Study**

There are some benefits that will be gained through this study, the researcher divides the benefits into two categories, they are theoretical and practical benefits.

##### **1. Theoretical Benefits**

This research gives information about the use of instructional media in teaching English with *Kurikulum Merdeka*. The researcher hopes that after reading this thesis, the readers will get some information about how to determine appropriate instructional media with *Kurikulum Merdeka* and how the real implementation of instructional media with *Kurikulum Merdeka*. The results of this study are expected to be useful for other researcher as a reference for conducting further research with the same topic.

##### **2. Practical Benefits**

###### **a. Teachers**

This study gives references about the implementation of instructional media and *Kurikulum Merdeka* framework for English teachers in other schools, even teachers in any subject. Teachers will get references to determine appropriate instructional media, so teachers



can try to use instructional media that are appropriate to their classroom circumstances and students learning characteristic. Teachers should know that there will be no perfect instructional media in teaching because every media has advantages and disadvantages. Thus, the teachers should be creative and always try to combine or integrate any instructional media to get a better result.

b. Students

If the teacher uses appropriate instructional media and the appropriate ways of teaching English using instructional media, the learning process will be more planned, directed and interesting. Students can understand the materials that have been taught easily. It means that students can achieve their learning objectives effectively.

c. Headmaster

As a referral school, the headmaster of SMP Muhammadiyah PK Kottabarat Surakarta can give an example to the other schools regarding the selection and implementation of instructional media with *Kurikulum Merdeka* in teaching English. It can be applied not only in English but also in any subject taught in the school. It can increase the teaching quality at the school.

d. Researcher

This study provides valuable information and experience for the researcher regarding teaching English use instructional media and the

real implementation of *Kurikulum Merdeka* in teaching and learning process.

e. Other Researchers

This study will provide information about teaching field. Especially in determining appropriate instructional media and teaching English using instructional media with the *Kurikulum Merdeka*. This study can be a helpful reference for future researchers who want to conduct research on the same topic.

## G. Definitions of The Key Terms

In order to clarify the title, the researchers give the definition of key terms to avoid misunderstanding.

1. Instructional media

Instructional media is a tool used by teachers to explain material in the classroom, which is anything that can be used to stimulate children's thoughts, attention, and feelings, to encourage the learning process (Rachmijati, 2020).

2. Teaching English as foreign language

Teaching English as Foreign Language is teaching English that is applied in the school or informal institution in the country where English is not the main or official language (Broughton, 2003)

3. *Kurikulum Merdeka*

Kemdikbud (2022) explained *Kurikulum Merdeka* is a curriculum with various intra-curricular learning where the content will be more

optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Nature of Teaching and Learning English in Secondary School**

###### **a. The Concept of Teaching and Learning**

Brown (1941) defines teaching as activities including guiding and facilitating the students, enabling the students to study, and setting the classroom condition. According to Rajagopalan (2019), teaching is an action including people such as teacher and students; the learning objectives; and two elements including elements that teacher cannot control (students' characteristics, class size, and so on) and elements that can be changed (teacher's strategies and techniques).

Teaching is cannot be separated from learning activity. Brown (2007) states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment (Sequeira, 2012). Learning-teaching, especially of a foreign language is a complex process. Stronge (2007) stated that the teaching and learning a foreign language involves some variables: 1) who does the learning

and teaching, 2) what is it that the learners must learn and the teacher teaches, and 3) how does the learning take place.

Understandably, one element or major component in education is the curriculum, so the curriculum is a determinant factor in the education system as well as a central for determining the competencies of learners (Pelu, 2022). The policy of the government in which the centers of power delegated some of its authority in areas including education (particularly curriculum) is no longer a task of the center, but it is the work of each unit of education (schools) and schools are directly arranged including implementation.

There are variations and types of curricula at every education unit, but in general, the preparation and implementation of the curriculum are still guided by the national education standards (Government Regulation No: 19 of 2005) In this case, the educators in need or must have the competence and professional as well as strategies in the implementation level of the education curriculum so that learning activities can be implemented in an optimal, effective, and efficient. According to Mars (2002), there are 5 (five) elements that affect the implementation of the curriculum, namely: the support of the Principal, teacher support from colleagues, support of learners, support from parents and support from within the teacher as an element main.

Furthermore, *Kurikulum Merdeka* is a new offer in the world education, which is the curriculum with a variety of intra-curricular learning, where the subject matter will be optimized so that students have sufficient time to explore concepts and strengthen competence. Teachers have the flexibility to choose a variety of teaching tools so that learning can be adapted to the learning needs and interests of students. The *Kurikulum Merdeka* is one part of the learning recovery effort, where previously the *Kurikulum Merdeka* was referred to as a prototype curriculum which was later developed as a more flexible curriculum framework, while still focusing on essential material and developing student character and competence.

b. Teaching and learning English in Secondary School

Teaching English is an action including English teachers and students who will learn English subjects to achieve English learning objectives. Learners of EFL study English for different purposes: passing the examination, career development, pursuing their education, etc. (Supriyanti *et al.*, 2008). In secondary school, some students study English because it is a compulsory subject. Additionally, students can approach the task of learning differently. Some of them enjoy writing down new words and sentences and are print-oriented. Others become worry and looking for explanations when they do not understand something. The effectiveness of

language learning could be significantly impacted by these differences.

Considering the differences above, the teacher should treat them differently. The techniques of teaching must be relevant to their characteristics. Besides, the materials that will be used should be following the students' needs, interests, abilities, etc. The instructional activities should not be far from the students' interests, talents, and learning styles. Gebhard (2000) explains that the English teachers have mainly two sets of roles in teaching; roles concerning their abilities in English and roles that contribute to creating interaction in the classroom that is meaningful for both the teachers and the students.

The aim of teaching and learning English in secondary school is to help students achieve a high level of language proficiency (Pelu, 2022). This includes proficiency in reading, writing, speaking, and listening. Secondary school English classes focus on developing students' communication skills in the language. This includes the ability to express themselves clearly, understand others, and engage in meaningful conversations. Secondary school English classes place significant emphasis on grammar and vocabulary. Students are taught the rules of grammar and provided with extensive opportunities to practice using new words and phrases.

Karimuddin (2008) argues that the objective of the teaching of English in Indonesia is mainly to enable the students to use English

for communication both taught oral and written as revealed in the English. Furthermore in *Kurikulum Merdeka*, the following are general and specific English learning objective in phase D (Classes VII, VIII, and IX of SMP/MTs) according to Kemendikbudstek (2022): “By the end of Phase D, students can interact and communicate in more diverse contexts, both formal and informal, using spoken, written, and visual texts in English. In this phase, students can use narratives, descriptions, procedures, special texts (short messages, advertisements), and authentic texts as their primary reference in learning English. Students use English to communicate their wishes and feelings. Their comprehension of written texts is improving, and inference skills are emerging when understanding implied information. They write and create visual texts in structured English with a divers vocabulary. When producing written and visual texts in English, they understand the purpose and audience.”

**Table 2.1** Learning Objective in Phase D

Element	Learning Objective
Listening - Speaking	By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts. They understand the main ideas and relevant details of discussions or presentations on a variety of general interest topics with some repetition and rewording. They participate in debate by expressing



	<p>their opinions, making comparisons, and expressing their preferences. They use basic sentence structure and verb tenses to explain and clarify their answers.</p>
<p>Reading - Viewing</p>	<p>By the end of Phase D, students can read and respond independently to familiar and unfamiliar texts with predictable structures and vocabulary. They locate and evaluate main ideas and specific information in various genres of texts. These texts can be printed or digital, and they can be visual, multimodal, or interactive. They recognize the purpose of texts and begin to infer from them in order to comprehend implicit information in the text.</p>
<p>Writing - Presenting</p>	<p>By the end of Phase D, students communicate their ideas and experiences through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. They structure arguments and explain or justify a position by using models to plan, create, and present informative, imaginative, and persuasive texts in simple and compound sentences. They include basic information and detail in their writing, as well as vary their sentence construction. Students express ideas in the present, future, and past tenses. They connect ideas by using time markers, frequency adverbs, and common conjunctions. Their attempts to spell new words are based on known English letter-sound relationships, and they consistently use punctuation and capitalization.</p>

## **2. Determining Appropriate Instructional Media with *Kurikulum Merdeka***

Instructional media is a tool used by teachers to explain material in the classroom, which is anything that can be used to stimulate children's thoughts, attention, and feelings, to encourage the learning process (Rachmijati, 2020). According to Azikiwe (2007), instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. Smaldino *et al.*, (2006) argue when media is used for instructional purposes and utilized to canalize teacher-student's communication, it categorized as instructional media. Whereas Scanlan (2010) indicates that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives.

Media selection is an integral part of the Instructional Systems Design process. In that role, media selection ensures that certain instructional media can support the achievement of learning objectives (Holden & Westfall, 2010). Smith and Ragan (2009) stated that choosing a medium for instruction should be done after conducting an instructional analysis and during the creation of the instructional strategy. They further state that teachers should first determine the media or combination of media that will best meet the demands of the instructional condition.

a. Kind of Instructional Media

Before determining appropriate instructional media, it is important for teachers to know what kind of instructional media can be used in teaching and learning process. According to Ruis *et al.* (2009) some instructional media can be used effectively in the classroom by teachers. These are the various media:

1) The Students themselves

The most valuable resources in the classroom are the students. It is precisely supported by the teachers' role in managing them in the classroom.

2) Realia or real objects.

Realia refers to real things, such as coins, tools, plants, animals, or a collection of artifacts that teachers can bring into the classroom to help students understand the meaning of the teaching material more clearly, meaningfully, and memorably.

3) Drawing or Teacher Mode Drawings

This media can be built and used to support the topic being taught. It is simple for the teacher to prepare at home and apply in the classroom to achieve the goals of the teaching and learning process.

4) Chart, posters, and cartoons

A chart is a drawing that depicts information in the form of a diagram, a map of the sea or sky, and so on. These are likely to

be much more available and used, and teachers could easily create them. Poster is a large printed image or notice in a public place that is frequently used to advertise something. And a cartoon is a humorous drawing, usually found in a newspaper or magazine, that makes a comment or joke on current events. All of the above media can be used to teach and learn four language skills: listening, writing, reading, and writing.

5) Audio Media

In addition to the board, the tape recorder has become a valuable medium for language learners and teachers. Cassettes are far more convenient for many listening activities. Teacher can use radio recordings to provide authentic materials for listening practices, or teachers can make their own using a recorder.

6) Textbook for the course

Course books are a type of print media. It contains printed material or verbal information. The teacher can also use it as a basic instructional guide.

7) Over Head Projector (OHP)

For large classes, an overhead projector (OHP) is extremely useful. Teachers are free to address the class. Teaching with an OHP is less messy than teaching with chalk. Material can be prepared ahead of time on the transparency. Presenting material

on the OHP allows you to face the learners all of the time and gives the learners a single point of focus.

#### 8) LCD Projector

LCD is an abbreviation for Liquid Crystal Display. It is comparable to an OHP. It must be connected to a laptop in order to display teaching materials to students. LCDs are now more popular for presentation or teaching than OHPs because they are more practical and efficient.

On the other hand, Mulyana (2003) classifies the instructional media for teaching language into:

- 1) Games and simulation, for example: Simon says, Scrabble, Bingo, Words puzzle. Some examples of simulation: role playing, socio drama, psycho drama, puppet show.
- 2) Visual media, for example: a black board, flannel board, magnetic board, wall chart, flash card, reading box, reading machine, module, picture card, slide, film, OHP.
- 3) Audio Media, for example: radio, recordings, record player.
- 4) Audio-visual media, for example: voiced slide, film, TV, Video Tape Recorder.

Generally, there are five categories of instructional media as cited in Depdiknas (2005), those are:

- 1) Visual: pictures, sketches, illustrations, patterns, diagrams, photos, films, charts, graphs, paintings, comics, cartoons, caricatures, maps, globe, trip brochures, advertisements, etc.
  - 2) Audio (music, words, sounds, and sound effects): recordings, tape, radio, stories, poems and drama, a set of music,
  - 3) Audio-visual: television, puppets, role play, excursion, natural phenomenon, LCD, computers, etc.
  - 4) Tactile: specimen, exhibits, model, sculptured figure, live and stuffed animals, experiments, toys, puppet show, etc.
  - 5) Virtual: internet, website, e-mail, audio-video streaming, chatting, messaging, audio-video conferencing, e-newsgroups, cyber news, etc.
- b. Strategy in Determining Appropriate Instructional Media

After knowing what kind of instructional media, then the teachers' task is determining the type of instructional media. Teacher must be able to choose the right type of media so that the learning objectives can be achieved well. Sudjana and Rivai (2005) propose six criteria for selecting instructional media as described follow:

- 1) Media appropriateness with the learning objective

It implies that the instructional media that will be used in the instruction should be appropriate with learning objective that must be achieved by students.

2) Media support toward the learning material

When selecting media, teachers should consider whether the selected media will support the learning material or not. If media support the content of the learning, they can help students in understanding difficult concepts.

3) The easiness to get the media

This criterion deals with the availability of media in school. Teachers should consider whether the media that they want to use are available at school or not. If they are unavailable, teachers can make their own media or use media from other sources for example from newspaper, magazine, radio/TV broadcast, etc.

4) Teachers' skill in using media

Teachers should consider whether they can use properly the selected media or not. It should be considered because when media are used improperly, it can obscure the instructional objectives and make students confused or even frustrated.

5) There is time to use media

Using media needs time in both preparation and implementation. Thus, if teachers will use media in their teaching, they should properly allocate the time in order to make the use of media more effectively.

6) Media appropriateness with students' level of understanding

Each student's understanding is at a different level. Therefore, teachers should consider this factor when selecting media. If a media is inappropriate, teachers shouldn't force themselves to utilize it. Also, teachers must be aware that not all media is suitable for students.

In a similar fashion, Marpanaji *et al.*, (2018) recommends five factors that should be considered in determining the type of instructional media include:

- 1) Learning objectives,
- 2) Learning material to be delivered,
- 3) Student characteristics,
- 4) Types of instructional media suitable for use,
- 5) Environments in which students take lessons, and as well as available resources.

Regarding the process of selecting media, according to Brinton (2001), teacher should consider several things in select and the appropriate media:

- 1) Type of skill/concept to be presented.
- 2) Student preference including the age, interests, experiences, and learning styles of the students.
- 3) Teacher preference including teacher's capability and familiarity with media and teaching style.



- 4) Availability of software and hardware of the media.
  - 5) Physical circumstances of the classroom.
- c. Determining Appropriate Instructional Media Based on *Kurikulum Merdeka*

Nastiti (2018) stated that in determining instructional media, teachers believe that they should make a consideration in choosing media that should be based on curriculum and the topic. According to Kemendikbud (2022), the implementation of *Kurikulum Merdeka* intended to answer the challenges of educational principles in the digital-based industrial era or industry 4.0. In the teaching and learning process with *Kurikulum Merdeka* teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. So, there are some things that should be considered in determining instructional that accordance with those demands of *Kurikulum Merdeka*:

- 1) Media appropriateness with students' characteristic.

Determining instructional media based on students' characteristic, learning need, and interests requires a thorough understanding of each student's learning style, preferences, and strengths. According to the study guide and assessment compiled by Sufyadi *et al.* (2021), planning and conducting diagnostic assessments is one of processes in learning planning in *Kurikulum Merdeka*. The results are used by educators as a reference in

selecting material and instructional media according to student learning needs and interest.

Gilakjani (2011) classify student learning style into visual, auditory, and kinesthetic; for example, some students are visual learner, so if the student like visual, it is better for teacher to select pictures as instructional media, or if the students like audio-visual, sometimes teacher can use video, and teacher can use game or simulation to provides movement activity for kinesthetic learner.

## 2) The integration of Technology Based Media

In determining instructional media, teacher should consider to choose media with the integration of technology based media to optimize the implementation of *Kurikulum Merdeka*. According to Isaeni & Nugraha (2022), the Ministry of Education and Culture is very aware of the current needs, because by utilizing technology it can reach and distribute policies more broadly, as well as optimize the implementation of the *Kurikulum Merdeka* through a teaching and learning process. There are various ways of using multimedia technology that can be used as instructional media to support students learning:

- 1) Educational videos,
- 2) Audio Learning,
- 3) Interactive multimedia,

4) Virtual Reality (VR)

5) Augmented Reality (AR)

Teachers and students can get those content from many sources, one of the source was prepared by the Ministry of Education and Culture by accessing the “Portal Rumah Belajar” on website. “Portal Rumah Belajar” presents as a form of learning innovation in the industrial era 4.0 which can be utilized by students and teachers provide learning materials and communication facilities that support interaction between communities. Technology can enhance the learning experience by providing opportunities for interactive and engaging instruction, promoting collaboration and communication among learners, and providing access to a wealth of resources and information.

In conclusion, choosing appropriate instructional media is a crucial step in the instructional design process because it can affect how students are taught and how they learn. The teaching-learning process can be enhanced and promoted if teachers choose the proper media to utilize in instructional activities, in keeping with the demands of the curriculum. In order to answer the first research question on how teacher determine appropriate instructional media, the researcher adapted the theory by Sudjana and Rivai (2005) who propose six criteria for selecting instructional media. And researcher adapted the criteria of determining

instructional media with *Kurikulum Merdeka* that media must be appropriate with learning objective, students' characteristic and the integration of technology.

### **3. Implementation Instructional Media in Teaching and Learning with *Kurikulum Merdeka***

The media can be very helpful in learning English. Using media to achieve learning objectives benefits both teachers and students. According to Ruis *et al.* (2009), teachers should implement instructional media in teaching and learning activities because:

- 1) Instructional media can help learners overcome a lack of experience. Learners who live in different areas will have different experiences due to differences in environment, society, social economics, and so on.
- 2) Instructional media can be reached everything out of the class. There are many things around the learners that they cannot reach on their own, such as bacteria, viruses, and so on. We must use a microscope as a medium to know and see those tiny things. We use pictures to represent things that cannot be brought into the classroom, such as transportations, public place, wild animal, etc.
- 3) Instructional media are created the possible direct interaction between the learners and their environment.
- 4) Media are produced some observation. The learners' observation can be directed into the important things based on the teachers aims.

- 5) Media can be kept the basic, concrete and real concepts of the teaching.
  - 6) Using media in learning increases learners' motivation.
  - 7) Media are integrated the experience from the concrete things to the abstract ones
- a. Strategy in implementing instructional media in teaching and learning process

Sadiman, *et al.* (2005) state that media is utilized to achieve the goal in teaching and learning process. He classifies three steps to use the instructional media efficiently:

1) Preparation Before Utilizing the Media

Teacher should prepare the media before using it. When teachers prepare for it beforehand, there is no chance of error when they use the media. The media had to be placed properly so that both students and teacher may see and hear the media. Moreover, if the media is being used for a group project, it should be placed so that everyone in the group can easily access it.

2) The Activity in Using the Media

It is important to keep the tranquility in the classroom even when employing media to avoid becoming disruptive while utilizing the media. Students should be able to write the ideas that are included in the media in the classroom with enough lighting. Media that used in group should be properly maintained. The group's members must

maintain tranquility so that nobody feels uncomfortable. The teacher will ask the students to complete the phrase by answering the question as part of the learning process.

3) The Next Activity

The next activity aims to measure students' understandings about the material that is supported by the instructional media. Exercise is needed to provide to students based on the material. If students learn in group activity, they have to do a discussion to answer the question that is provided by teacher.

b. Implementing instructional media with *Kurikulum Merdeka*

Since the 2013 curriculum, Student Centered Learning has been emphasized to be applied until now with the presence of *Kurikulum Merdeka*. And one of characteristic of *Kurikulum Merdeka* is to develop students' soft skills and character through projects to strengthen the Pancasila profile, including in English intra-curricular learning (Kemendikbud, 2022). Because the role of instructional media in students' learning is to facilitate their learning process (Sari, 2023), instructional media implementation must be accordance with the demand of *Kurikulum Merdeka*, which means that the media used must support student-centered learning and strengthen student Pancasila profiles.

### 1) Instructional Media to facilitate Learning Differentiated

In the context of *Kurikulum Merdeka*, differentiated learning is one of the main principles in designing learning that is adaptive and responsive to students' needs. Differentiated instruction is an embodiment of pro-student learning that is designed, implemented and assessed to meet the individual needs of students by taking into students' readiness, students' interest in learning, and students' learning profile. Differentiated learning must be rooted in meeting students' learning needs and how teachers respond to these learning needs (Kemendikbud, 2022).

The use of instructional media can facilitate content differentiation based on the learning styles of students. Teachers are encouraged to use various kind of instructional media to facilitate students' styles, namely visual, auditory and kinesthetic.

### 2) Instructional Media to facilitate Student Centered Learning in *Kurikulum Merdeka*

The government began to pay attention to the implementation of the curriculum by emphasizing the active participation of students in the learning process with the goal of improving the quality of school education. In implementing a student-centered curriculum, the teacher's role is not as a designer but as a facilitator to help students achieve 21st century capabilities (Önür & Kozikoğlu, 2020; Stehle & Peters-Burton, 2019). Student Centered

Learning is one approach to teaching in education. This approach gives students the freedom to have a chance get in depth knowledge (deep learning) and to improve the quality of students learning.

According to Pertiwi *et al.*, (2022) there are several types of student centered learning methods in *Kurikulum Merdeka* include:

a) Project Based Learning (PBL)

Project based learning is a learning approach in which students are given various opportunities to be able to explore and deepen the learning material that has been taught along with developing skills or abilities with problem solving and investigation efforts. *Kurikulum Merdeka* is predicted to have main characteristics with the aim of supporting the learning recovery process. The main characteristics in question is project-based learning with the aim of developing the character and technical competencies of students, efforts to focus on essential material so that deep learning on basic competencies such as numeracy and literacy has sufficient time, and also efforts to teacher flexibility in conducting learning by adjusting the abilities of each student and adjusting to the context and local content. In the *Kurikulum Merdeka*, this method is the most emphasized method as an effort to develop the character of students.



b) Active learning method

The concept emphasized in the Active learning method is to make students more actively participate in learning. The steps of processes of this method are thinking, discussing, investigating, and finally the process of creating something. In applying the Active learning method there are several benefits that can be obtained, teachers will be helped in strengthening the material using this method. In addition, students will be able to capture the skills and concepts taught thoroughly because this method can help students understand in depth. In this method students will also be given the opportunity to demonstrate what skills and knowledge they have and learn. Students can also explore soft skills in the learning process such as by working in groups, between groups and also individually. The success of this active learning strategy is also supported by adequate instructional media and learning resources. There are some teaching methods of active learning that can be applied: True or False, Card Sort, Guided Teaching, Rotating Roles, Jigsaw, Game-Based Learning, etc.

3) Student Pancasila Profile in English intra-curricular Learning

Because Pancasila has values that adhere to the cultural roots of the Indonesian people and are simple to implement, Indonesia

chose Pancasila as the profile of this country's students. So, it will serve as a strong foundation for developing the next generation into a generation with Pancasila character (Srirahmawati & Hunaifi, 2022). The Pancasila Student Profile is built in every student through daily activities at school including: school culture, intra-curricular, co-curricular and extra-curricular learning. There are 6 dimensions of Pancasila student profile; 1) Have Faith, Fear God, and Have Noble Character, 2) Global Diversity (*Berkebhinekaan*), 3) Cooperating, 4) Independent, 5) Critical Reasoning, and 6) Creative (Sufyadi *et al.*, 2021).

In developing the character of Pancasila student profile in English intra-curricular learning, the teacher can integrate the 6 dimensions of the Pancasila student profile using Project-Based Learning (Rahayu, 2022). According to Faturrohman (2016), Project-based learning is a learning model that uses projects or activities as learning tools to achieve attitude, knowledge, and skill competencies. Students are invited and trained to respect each other in their groups, to work together and solve problems together, to be independent and creative, and to have global diversity by not taking sides or discriminating against fellow group members.

## **B. Previous Related Study**

The researcher presents some previous studies related to teaching English using instructional media to prove the novelty of the present study. The first study was conducted by Nastiti (2018). The purpose of this study was to know how teachers used instructional media and what they believe about using media to teach English. Both MTsN 2 and MTsN 7 Aceh Besar were the locations. Two English teachers from the schools participated in the study. The data was collected by the researcher through observation and interviews, and it was presented in a qualitative narrative. This study shows that teachers used flash cards, overhead projectors, whiteboards, photographs, and TC2 students in teaching English. The teacher's way used instructional media were showing the media, explaining the material using the media, and provided exercises.

The second previous study was conducted by Rachmijati, C (2020) with the title "Analysis The Use of Instructional Media on Teaching English to Young Learner at Elementary School in Bandung". The purpose of this research were to describe the teacher's preparation and explain how media is used in the classroom. This study was carried out at an elementary school in Bandung, West Java. The participants of this study were 30 grade 3 elementary school students and an English teacher. This study employs descriptive qualitative methods, with data gathered through interviews, observation, and document analysis. According to the findings of this study, when preparing media, the teacher must understand the material to be taught and adjust the media to be used with the material. In this study the teacher used Course books,

video, realia, and pictures in teaching English. Video can be used to improve students' speaking and listening skills the use image is to increase children's vocabulary knowledge.

The other study was conducted by Ristika *et al.* (2020) entitled “A Study of the Instructional Media Used by the English Teachers in Teaching English”. This study was a descriptive qualitative which intended to investigate the types of instructional media used and the implementation done by the English teachers. The subjects of this study were 5 English teachers at SMPN 2 Melaya. The data were collected through observations and interviews with the teachers. From the overall findings, the English teachers used several types of instructional media, such as; real objects or models, slides, pictures, video, web, audio, books, and the boards. The lack of facilities became the main problem in implementing them. Moreover, teachers don't have enough time to prepare the Instructional media.

In addition, other previous study was conducted by Mardhiyyah *et al.*, (2021), with the title “Enhancing the Students’ Learning Motivation by Using Instructional Media for Thailand’s Municipal School”. The objective of this study was to integrate the use of instructional media to enhance the students’ learning motivation of primary school in Thailand’s municipal school. The researcher believed that the existing language barrier could be helped by increasing students’ motivation in the classroom. The Classroom Action Research (CAR) design was employed in this study. The research results fulfilled the three criteria of success, namely students’ learning motivation,

classroom atmosphere, and the strategy's practicality. The researchers found that the use of instructional media could enhance students' learning motivation and overcome the language barriers in the classroom.

Furthermore, a qualitative study was conducted by Sari (2023) with the title "The Use of Instructional media in teaching English: Case Study of English Teachers at State Senior High Schools in Kampar". The objectives of this study were to describe the use of instructional media in teaching English, as well as how teachers use media in teaching English at state senior high schools in Kampar. The qualitative case study design was used for this study. The participants of this study were four English teachers from two senior high schools in Kampar. According to the research findings, English teachers use instructional media in teaching English such as a projector, laptop, textbook, internet, paper, picture, and printed material such as internet material. The teachers used three procedures in the use of instructional media in teaching English: teachers showed the instructional media to the students, teachers explained the material by using instructional media and teachers used instructional media to give exercises.

**Table 2.3** The Similarities and Differences Between Previous Studies and Present Study

No.	Title	Similarities	Differences
1.	The Use of Teachers' Instructional Media in Teaching English: Belief and Practice	<ul style="list-style-type: none"> <li>This study focused on the use of instructional media in teaching English</li> </ul>	<ul style="list-style-type: none"> <li>This study discussed about teacher belief in using instructional media, but didn't</li> </ul>

	(Nastiti, 2018)	<ul style="list-style-type: none"> <li>• Qualitative study</li> </ul>	<p>discuss how to select media</p> <ul style="list-style-type: none"> <li>• This study did not discuss about <i>Kurikulum Merdeka</i></li> </ul>
2.	Analysis The Use of Instructional Media on Teaching English to Young Learner at Elementary School in Bandung (Rachmijati, 2020)	<ul style="list-style-type: none"> <li>• This study focused on the use of instructional media in teaching English</li> <li>• Qualitative study</li> </ul>	<ul style="list-style-type: none"> <li>• The subjects were elementary school students and an English teacher</li> <li>• This study did not discuss about <i>Kurikulum Merdeka</i></li> </ul>
3.	A Study of the Instructional Media Used by the English Teachers in Teaching English (Ristika <i>et al.</i> , 2020)	<ul style="list-style-type: none"> <li>• This study focused on the use of instructional media in teaching English</li> <li>• Qualitative study</li> </ul>	<ul style="list-style-type: none"> <li>• This study did not discuss about the preparation of instructional media</li> <li>• This study did not discussed about <i>Kurikulum Merdeka</i></li> </ul>
4.	Enhancing the Students' Learning Motivation by Using Instructional Media for Thailand's Municipal School (Mardhiyyah <i>et al.</i> , 2021)	<ul style="list-style-type: none"> <li>• This study discussed about the use of instructional media in teaching English</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on the use of instructional media in enhance students' learning motivation</li> <li>• This study used Classroom Action Research (CAR) design</li> <li>• This study did not discuss about <i>Kurikulum Merdeka</i></li> </ul>

5.	The Use of Instructional media in teaching English: Case Study of English Teachers at State Senior High Schools in Kampar (Sari, 2023)	<ul style="list-style-type: none"><li>• This study focused on the use of instructional media in teaching English</li><li>• Qualitative case study</li></ul>	<ul style="list-style-type: none"><li>• This study did not discuss about <i>Kurikulum Merdeka</i></li></ul>
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### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter describes how the researcher conducted and gathered the data. It covers the research design, research setting, research subject and informant, data and data source, technique of collecting the data, data analysis, and trustworthiness of data.

##### **A. Research Design**

This research used qualitative approach. Creswell (2018) defines “qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. The qualitative approach describes the research problem by exploring the concept/phenomenon that can be understood (Creswell, 2018). This research used qualitative approach because the purpose is to describe the use of instructional media with *Kurikulum Merdeka* in teaching English that can be understood.

Furthermore, in the research design, researcher used qualitative case study. Creswell (2013) defines case study as “an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection”. Patton (1990) suggests that case studies are valuable in creating deep understanding of particular people, problems or situations in comprehensive ways. A case study selects very limited number of individuals as the subject of study (Orum, 2015) uses in-depth investigation (Sokolovsky,



1996). It can be seen by the number of subjects in this study is very limited (one English teacher at SMP Muhammadiyah PK Kottabarat Surakarta) and in-depth investigation with triangulation. Case study typically concentrate on one or two key issues that are essential to comprehending the system under study (Tellis, 1997). The reason for choosing case study as a research design because this study was carry out a single case concerning with the use of instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta, where not all grades implement *Kurikulum Merdeka*.

## **B. Research Setting**

### **1. Place of the research**

This research was conducted at SMP Muhammadiyah Program Khusus Kottabarat Surakarta, which is located in Pleret Raya Street No.9, Banyuanyar, Banjarsari, Surakarta, Central Java. The reason for choosing this place because based on certificate 489/BAN-SM/SK/2019, this school has accreditation A. This school is the number 1 junior high school in Surakarta City, Central Java, according to the Ministry of Education and Culture's National Examination average score reference PPDB 2022, where the average score is 90.93. And related to this study, this school has been implementing *Kurikulum Merdeka* at the seventh grade students since 2022/2023 academic year, and this school also provides many kind of facilities to support every learning activity during formal education, including instructional media. Moreover, the headmaster of this school

also instructed all teachers to create teaching media to improve their creativity, competency, and teaching quality. And the teaching media that has been created will be contested.

## 2. Time of the research

The time of this research conducted by the researcher from November 2022 until June 2023. The table below is the schedule that the researcher has done:

**Table 3.1** The Research Schedule

Activities	2022/2023							
	Nov	Dec	Jan	Feb	March	April	May	June
Pre-research								
Making the proposal								
Proposal seminar								
Data collecting								
Data analyzing								
Reporting								
Submitting the report								

## C. Research Subject and Informant

There are three English teachers at SMP Muhammadiyah PK Kottabarat Surakarta. Researcher selected one of English teachers as the research subject and informant. Technique sampling that used in this research was purposive sampling. Purposive sampling is a technique sampling in qualitative research used to select the research subject who can provide detailed and in depth information regarding the phenomenon with specific number cases (Patton, 2016). In this research, there are some informants' characteristics such as: (1) She is an English teacher at SMP Muhammadiyah PK Kottabarat Surakarta,

(2) She teaches the students who use *Kurikulum Merdeka*, and (3) She uses instructional media in teaching English with *Kurikulum Merdeka*.

Based on the informants' characteristics, researcher selected one of English teacher at SMP Muhammadiyah PK Kottabarat Surakarta in Academic year 2022/2023, she is Mrs. Rizka Dian Permatasari as research subject and informant. In this school there is only one English teacher who teaches the seventh grade students. And there are 4 classes in grade 7, namely 7A, 7B, 7C and 7D. The researcher chose the seventh grade students because *Kurikulum Merdeka* is only implemented for the seventh grade students at secondary school level.

#### **D. Data and Source of the Data**

Data is set of texts, symbols, numbers, images, facts, or ideas with no meaning (Erickson & Rothberg, 2017). The data has to be processed or analyzed in order to be easily understood with the meaningful information. The data source in descriptive qualitative research can be humans, events or activities, place or location, things, various picture and records, documents, and archives (Sutopo, 2002)

According to Patton (2002) there are three kind of data such as:

1. Data from interviews consist of verbatim quotations dealing with people's knowledge, experience, opinion, perception, and feeling to be interpretable with appropriate context.

2. Data from observation consist of field notes, including descriptions of activities, organizational processes, actions, behaviors, interpersonal interactions, and conversations.
3. Data from documentation consist of written materials and documents from organizational, personal diaries, archival material, program records, photographs, and so on.

The data in this research used verbatim quotations regarding how the teacher determine instructional media used and how the implementation of instructional media in teaching English with *Kurikulum Merdeka*. Field notes regarding teacher's activities and processes in teaching English use instructional media with *Kurikulum Merdeka*. And the data from documentation are document syllabus (in *Kurikulum Merdeka* it called *Alur Tujuan Pembelajaran*) and lesson plan (*Modul Ajar*) based on the *Kurikulum Merdeka*.

#### **E. Technique of Collecting the Data**

Data collection techniques are used to collect data according to research procedures in order to obtain the required data. According to Sugiyono (2012), the main purpose of research is collecting data, and the data collection technique is the most strategic step in research. In collecting the data for this research, the researcher use observation, interview, and documentation.

##### **1. Interview**

Interview is a conversation of asking question and listening (Denzin & Lincoln, 2018). According to Flick (2009), the purpose of interview is

to explore the existing knowledge that can be conveyed in the form of questions and answers, so they become available to interpretation. In this study, there were two parts of interview, including pre-research interview and post-observation interview.

The first interview was conducted in pre-research before writing the proposal. Researcher conducted interview with one of English teacher of SMP Muhammadiyah PK Kottabarat Surakarta who teaches the seventh grade students became the research subject. The researcher found that the English teacher used various kind of instructional media in teaching English as well as the implementation of *Kurikulum Merdeka* in teaching English at the seventh grade students.

In the second interview, researcher conducted in-depth interview with an English teacher to get more data to answer the research questions 1 and 2. Researcher used semi-structured interviews, researcher asked some questions that was prepared and then explore them regarding the informants' responses. As stated by Adhabi & Anozie (2017), researcher prepared the outline of questions but had no rigid coherence in semi-structured interviews. Researcher conducted interview with the English teacher who teaches seventh grade students concerning how the teacher determine instructional media used and how the teacher implements instructional media in teaching English with *Kurikulum Merdeka*.

## 2. Observation

Observation is a technique of collecting the data dealing with process, people, and cultures (Kawulich, 2005). In this study, researcher conducted observations at the 7B Class. The researcher joined the class and observes the teaching learning process passively without doing any involvement in the classroom. The researcher observed the process of teaching English to find how the use of instructional media in teaching English with *Kurikulum Merdeka*. In the process of teaching, researcher observed the preparation process, main activity and the next activity in using instructional media. In this observation, researcher wrote field notes to make data analysis easier.

## 3. Documentation

According to Creswell (2012), document is a valuable information source in qualitative research. Document consists of private and public documents, including personal notes, journals, letters, diaries, archival material, records in public domain, and memos (Creswell, 2012). In this study, researcher collected the data such as syllabus and lesson plan. Documentation became a reinforcement of the other data (observation and interview). This documentation was prepared to strengthen the data related to the use of instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta.

## **F. Research Instrument**

In qualitative research, the researcher is the research instrument (Patton, 2002). It means that the researcher is indispensable to be fully aware of how the position in with ontological and epistemological supporting the research (Xu & Storr, 2012). In this study, the research instrument was the researcher by asking, listening, observing, and taking the data. Instrument in this study was in the form of interview guides. Interview guides are collections of the questions that will be explored in the interview (Patton, 2003).

## **G. Trustworthiness of the Data**

In qualitative study, the researcher had to evaluate the accuracy of the research. According to Creswell (2012), there are three procedures for checking the accuracy of qualitative study, including member checking, auditing and triangulation. There are four components of trustworthiness to evaluate the accuracy, including credibility, transferability, dependability, and confirmability. The researcher used these four components regarding trustworthiness in this research.

Credibility is the confidence in the research findings' truth. It established whether the research findings represent reasonable information drawn from the informants' original data and is a correct interpretation of the informants' original views (Guba & Lincoln, 1985). There are some strategies in credibility, such as prolonged engagement, persistent observation, triangulation and member checking (Korstjens & Moser, 2018). Researcher used triangulation strategy to ensure credibility in this study. There are three

types of triangulation such as data, investigator, and method triangulation (Korstjens & Moser, 2018). The researcher used method triangulation. It means that researcher cross checked the data that have been obtained from multiple methods of collecting data, such as observation, interviews, documentations. Triangulation could be performed on this data by comparing the findings of observation, interview, and documentation.

The second component of trustworthiness is transferability. Transferability is degree to which the results of qualitative research can be transferred to other contexts. The researcher facilitated the transferability judgment through thick description, which not only described the experiences in teaching English at SMP Muhammadiyah PK Kottabarat Surakarta but also with the use of Instructional media with *Kurikulum Merdeka* framework as well. Thus, the experiences became meaningful to an outsider. The researcher provided some evidences to the reader that the findings in this study could be applied to context, situation, and population.

The others components of trustworthiness are dependability and confirmability. Dependability is the stability of findings over time, and confirmability is the degree to which the research findings could be confirmed by other researchers (Korstjens & Moser, 2018). In the dependability and the confirmability, researcher provided in-depth methodological explanation from the starting of this research until reporting the findings. In this case, researcher permitted this study to be repeated.



## H. Techniques of Analyzing the Data

Researcher used the concept of data analysis from B. Miles *et al.*, (2014).

There were three steps to analyze the data in qualitative research. These steps are data condensation, data display, and conclusion drawing/verification.

1. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the entirety of written-up field notes, interview transcripts, documents, and other empirical materials (B. Miles *et al.*, 2014). In the data condensation of this study, researcher analyzed the data and transform the data through selection, summary, and classify the data collected in some certain criteria. The researcher selected the data obtained through interview, observation, and documentation related to how the teacher determine instructional media used and how the implementation of instructional media in teaching English with *Kurikulum Merdeka*.
2. The next step in analysis activity is data display. It is a process of organized, compressed process of gathering information to draw a conclusion and take an action (B. Miles *et al.*, 2014). This data display was useful for researcher to understand the data, and know what would be done. In this study, data from interview and observation was displayed in the form of descriptive and table, so it is easier to understand.
3. Furthermore, drawing and verifying conclusions are brief explanations based on field notes, transcripts, and documentation, or may be thorough and elaborate with detailed argument and review. It means that the

researcher makes a meaningful statement about the topic of interest (B. Miles *et al.*, 2014). In this step, researcher drew conclusions and verification related to how the teacher determine instructional media used and how the implementation of instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter is divided into two significant parts. The first part presents findings that generated from the analysis of observation, documentation, and interview data, which constitutes answer to the research questions. The second part of this chapter present a discussion of the findings of theories and previous research, which may either support or complete the research findings.

#### **A. Research Findings**

This section reports the findings concerning to complete description of how the teacher determines and implements instructional media in teaching English with *Kurikulum Merdeka* at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta. This chapter presents the findings dealing with research question as mentioned in chapter I.

##### **1. Determine the Appropriate Instructional Media in Teaching English with *Kurikulum Merdeka***

The researcher presented the data collected from observation, interview and documentation in order to answer the first research question about how the teacher determines appropriate instructional media used in teaching English with *Kurikulum Merdeka*. In this research, the researcher conducted interview with the English teacher who teaches the seventh grade. The observation was conducted in 7B Class in two English materials, Describing Place and Describing People materials. And the researcher used data from document *Alur Tujuan Pembelajaran* and *Modul Ajar* to support the data.

The findings indicate that the English teacher have several criteria in determining instructional media:

a. Media appropriateness with the learning objective

In *Kurikulum Merdeka*, in the phase D SMP/MTS, there are learning objectives that consist of six Elements, including Listening – Speaking, Reading – Viewing, and Writing – Presenting. At the beginning of the school year, the teacher created a flow of learning objectives (*Alur Tujuan Pembelajaran*) that included a diagram of the English learning path in phase D and was derived from the learning outcomes in every material.

In this research the teacher chose appropriate media to achieve learning goals by adjusting the needs of students. The researcher found the appropriateness media selection with the learning objectives. Following are the interview result that proven by observation:

*“Berapa pertimbangan ketika saya pribadi memilih menggunakan media tertentu jelas tujuannya apa dulu misalnya memang saya pengen oh ini anak-anak vocabnya kurang ya berarti saya sesuaikan kira kira media apa yang bisa menambah vocabnya mereka, memudahkan. Kemudian kalau memang oke ini vocab cukup, kemudian kita writing dulu deh biar tau anak-anak kira kira bisa bikin descriptive text gak ni, jadi saya sesuaikan mungkin kemarin bisa pake Padlet itu, atau yang misalnya tanpa aplikasi yaudah manual aja kemarin itu pakai sticky note atau kemarin saya pakainya origami paper yang bisa agak berwarna jadi mereka memang yaudah menulis manual aja.”*  
(Interview, 04/14/23)

According to the interview, the teacher said if the students lack vocabulary relating to the content being taught, the teacher selected

media that will help them enhance their vocabulary. Then, if the learning objective is for students to be able to write descriptive text, the teacher will select media that students may use to improve students writing skills, such as Padlet, paper, origami paper, or sticky note.

The interview results are proven by the data from documentation *Modul Ajar* and observations. The learning objectives that contained in the *Modul Ajar* were the students can mention the name of places, people, and numbers around them. And students are able to asking and giving information regarding the location of objects/places and people around them. Based on the class observations, the teacher used flashcard to help students learn vocabulary in describing place material, the teacher used PowerPoint to help students in reading descriptive text, the teacher used video to help students improving students listening skill and speaking skill, and the teacher used Padlet application to help students writing descriptive text.

In conclusion, the instructional media chosen by the teacher were appropriate with learning objectives. The teacher selected several interesting instructional media in teaching English to achieve learning objectives effectively.

b. Media support toward the learning material

The characteristics of the *Kurikulum Merdeka* are focused on essential materials and developing student character and competence. Teachers have flexibility in choosing materials. Based on the interview,

the teacher focuses on choosing the essential material with the consideration of target skill, students' need, and the available study time in school. So in choosing material and making questions for examination, the teacher no longer has to rely on the MGMP as in the previous curriculum, Curriculum 2013. Teacher determined material that accordance with the needs of students and is useful for students. The teacher makes exam questions according to the material that has been taught.

In determining instructional media, this study found that the teacher chose instructional media that supported learning content or material. Following are the results of the interview and observation:

*“Ya pasti. Jadi kalau misal tadi dalam materi describing Places, yaudah kita berikan visualisasi yang real ke anak-anak atau minimal yang dekat dengan mereka, misalnya di Solo nih ada tempat apa gitu. Kalau misalnya kita agak kesulitan ya udah kita cari visualisasi gambar-gambarnya saja. Kalau saya pribadi ada ya kalau misalnya materi bahasa Inggris itu kalau yang di Google untuk worksheet nya sekalipun itu ada gitu [...]. Ya jadi memang visualisasi itu membuat mereka tau, misalnya enggak tahu bahasa Inggrisnya tetapi dengan media itu oh jadi tau yang dimaksud itu tu itu.” (Interview, 04/14/23)*

According to the interview, the teacher can select real object or picture to help students visualize what they learn. The teacher usually get pictures sourced from the internet. Apart from using real object or picture, teachers also used videos to help students understand and form a clearer concept of the English material. The result of the interview above is supported by the observations during the learning process, the

following are the results of the observations.

After giving a mini vlog project visiting and describing historical building in Solo, the teacher displays an example video of describing place using LCD projector. The video contains someone who visit and describe a place. (Class observation, 04/04/23)

Before explain the material describing people, the teacher stimulates students by displaying a photo of someone with LCD Projector, one of the pictures is Selena Gomez, with the question "what do you think about her", students together tried to describe about Selena Gomez, like she is beautiful, she has long hair, etc. (Class observation, 04/12/23)

The observation shows that the teacher used pictures or videos to help students understand and form a clearer picture of the object or place being described. In conclusion, the English teacher determined instructional media that appropriate with learning content or material. The teacher chose instructional media such as pictures or videos that can help students in understanding difficult concepts in the material.

c. The easiness to get the media

In the ease of getting media, it is easy for the teacher to select and use the media that is provided by the school, but the teacher does not only depend on the availability of media at school, but the English teacher also provided her own media according to the learning needs and students needs. As in the results of the interview below:

*“Sebenarnya kalau di sekolah itu tidak ada media yang disiapkan oleh sekolah, kayak misal gambar-gambar itu enggak ada, tapi kalau misalnya oke pengenalan tempat kita bisa kunjungi misalnya oke kita eee up stair yuk ke lantai 2 kita lihat ada room apa aja bisa, tapi kalau misalnya building di luar ada factory Ada apa dan sebagainya sekolah enggak ada, jadi sebagai guru yang memang*

*kita harus provide sendiri. Kita udah bisa pakai perlengkapan dari sekolah misal printer, mau di laminasi juga sudah ada jadi biar gambarnya lebih kokoh, kemudian untuk pakai proyektor dan lain sebagainya juga setiap kelaspun sudah ada. [...]. Kadang kalau butuh suatu media saya juga harus request ke kepala sekolah misal izin ustadz saya mau beli media ini [...]. Kemudian saya request mesin laminating ke kepala sekolah juga Alhamdulillah dikasih, yaudah media saya lapsi itu biar awet lah. Ada juga dadu mainan saya bikin dari Styrofoam juga jadi harus cari lah istilahnya. Saya beli speaker juga portabel, karena dikelas tidak di sediakan kecuali pakai uang kas nya anak-anak, sekarang sih perkelas udah ada semua tapi saya sendiri juga menyediakan speaker.” (Interview, 04/14/23)*

From the results of the interview above it was found that not all media are available in school, so the teacher provided her own media. Based on the results of interview and observation, SMP Muhammadiyah PK Kottabarat Surakarta provided instructional media in the form of digital classroom equipment such as LCD projectors and speakers in every class. The school also provided printer and laminating machine that teacher can use to make media. The school environment can also be used by the teacher as instructional media such as rooms and libraries. In implementing the *Kurikulum Merdeka*, the school also provided textbooks from Erlangga.

Futhurmore, when teacher needs media that are not available at school, teacher provided her own media. When the teacher cannot make a media the teacher asked permission to the principal to buy the media. In the observation of describing people material, it was also found that the teacher could get media from students, such as students were



instructed to send their photo as media for guessing games in describing people material. In this material the teacher also used learning applications such as Padlet. To be able to access the application, students used supporting media such as a Handphone or laptop and internet connection. In this case the teacher ensures that each student has the required media.

In conclusion, the teacher determined instructional media appropriate with the availability of facilities and media at school. The teacher also considered the conditions and needs of students in choosing media, if media is not available at school, the teacher tried to prepare and provide her own media.

d. Teachers' skill in using media

The English teacher determined appropriate instructional media based on the skills possessed by the teacher. The observations during teaching and learning activity show that teacher has skills in using technology such as LCD projectors, laptops, speakers and several learning applications such as padlet, google drive, google forms, and social media. With the skills possessed, the teacher used the media without experiencing difficulties. Even though sometimes there was an obstacle beyond the ability of the teacher such as technical problems with the electricity or the LCD, where there is one LCD in class 7A that sometimes difficult to connect to the laptop.

When choosing media, the English teacher believes that if other

teachers have used the media for teaching, she can also use it. The following is the result of the interview:

*“Ya, jadi ketika memang ada teman yang sudah pernah menggunakan media tersebut berarti kita juga bisa gitu, jadi kita tanya sama teman mungkin kayak dulu itu sebelum saya tahu itu sudah ada teman yang sudah pakai di kelas lain, misalnya di mapel yang beda. Saya tanya misalnya oh ini gimana pakainya, saya latihan dulu, kemudian kayaknya bisa nih di eksekusi. Kemudian saya sesuaikan dulu juga dengan anak-anak, misalnya bisa dipakai kira-kira nanti dieksekusi di kelasnya gimana nih, support alatnya ya pasti mereka harus butuh pakai laptop atau pakai HP nah itu kira-kira memungkinkan atau tidak.”* (Interview, 04/14/23)

From the results of the interview above it was found that the English teacher learned with other teachers about media that can be used in teaching. Before being used, the teacher also practices using a certain media so that the teacher can integrate it properly in class. In addition, besides the skill the teacher has, the English teacher also thinks about how the media adapts to the abilities and conditions of the students, so that the media can be integrated in the classroom effectively and achieve learning objectives.

e. There is time to prepare and use media

During the preparation and the use of instructional media, the teacher determined instructional media that is appropriate with the time available and can be used effectively.

*“Kalau media-media beberapa misalnya ada yang dulu tahun sebelumnya sudah pernah di pakai berarti udah enak ini maksudnya oh udah ada ada tinggal pake aja atau mungkin kalau memang ada yang kurang nih atau misal jumlah siswanya tambah banyak kemarin saya harus bikin dice dadu itu jumlahnya dikit aja sekelas*

*itu paling cuma empat, ini saya harus sediakan 6 atau 7 jadi itu memang harus menyiapkan dan meluangkan waktu sendiri, mungkin saat malamnya atau waktu tidak ada jam mengajar. Saya itu jadi minusnya itu kelelehannya disitu, kita mau bikin media pun juga harus oh ini buat Materi kapan, kira kira udah ada medianya atau belum terus persiapannya juga harus disiapkan juga. Kalau dalam penggunaannya ya biasanya kalau waktunya terbatas ya saya pakai video atau PPT tapi kalau waktunya masih banyak untuk materi ini saya pakai untuk games. Tapi sebenarnya kalau pembelajaran itu di setiap materi paling tidak saya adakan games.” (Interview, 04/14/23)*

From the results of the interview above, it was found that the teacher must spend time making the media to be used, especially if the media is new and has never been used, the teacher will need a lot of time to prepare it. If there is not enough time to make the media, the teacher will use the media that is already available. This is supported by the results of observations which found several media that the teacher had to make herself such as printed pictures and flashcards, this proves that there is indeed time for the teacher to prepare the media.

As for time in using media, if the lesson time is limited, the teacher determined simpler instructional media such as short videos or PowerPoint. However, if the time is longer, the teacher chose more complex instructional media such as simulations or interactive games. Because in *Kurikulum Merdeka* the teacher is given the flexibility to provide in-depth learning material and the time is more adapted to the needs of students, so the teacher has more time to use the media. As the results of observations in the learning process in each English material,

apart from using video or PowerPoint, the teacher also organizes students for discussions and games activity.

f. Media appropriateness with students' level of understanding

In choosing instructional media, the teacher also considered the understanding or skills of the seventh grade students, because not all media is suitable for students. In the learning process students usually need understanding and skills, one of which is in the use of digital media. The teacher chose media that is appropriate and can be used by students.

The seventh grade students at SMP Muhammadiyah PK Kottabarat Surakarta they quite skilled in using several digital media such as laptop, handphone or mobile applications, so the English teacher can integrate these media in teaching and learning English. As the result of the interview below:

*“Kalau siswa itu memang rata-rata bisa sih Mbak, maksudnya anak-anak sekarang itu dengan dekat ya dengan digital jadi beda dengan jaman saya dulu. Misalnya kemarin ada tugas bikin vlog kayak gitu, saya pribadi misalnya dulu waktu SMP tuh enggak bisa yang video editing, kalau anak-anak sekarang tuh malah jarang yang enggak bisa, misalnya enggak bisa ngedit gitu. Ya udah akhirnya kemarin tanpa saya harus memberikan tutorial cara editing video mereka udah tahu caranya [...], Kalau aplikasi aplikasi kayak padlet, quizizz gitu memang pertama kali harus saya kenalkan dulu ke siswa, kemudian bagaimana menggunakannya, sambil kita jelasin sambil anak-anak praktekan.”* (Interview, 04/14/23)

The teacher said that students are now more familiar and capable in using technology than previous generations, this makes it easier for

them to explore various sources of information and take advantage of various applications and software. On average, they have the ability to use digital technology-based media such as mobile phones and existing applications. The results of the interviews were also supported by observations on mini vlog project visiting and describing historical building in Solo, where students could make their own videos and they can edit the video without having to be taught by the teacher, and they could also upload their video results to several social media (TikTok, YouTube, Instagram).

So, based on the results of interviews and observations above, researcher concluded that in determining appropriate instructional media, the English teacher considered the students' skills and understanding in using the media. The teacher used media that is appropriate to students' skills, if students are not familiar or unskilled in using certain media, the teacher will use other media or provides special training or guidance first, so that students can make good use of instructional media and get the maximum benefit from its use.

g. Media appropriateness with students' characteristic

Planning and conducting diagnostic assessments is one of the processes in learning planning in the *Kurikulum Merdeka*. The following is the result of interview on how the English teacher conduct diagnostic assessments to know the seventh grade students' characteristics:

*“Terkait mengetahui karakteristik siswa itu biasanya satu dari observasi dari mengajar kira-kira kesehariannya seperti apa itu mungkin dari kegiatan baik individu maupun secara berkelompok itu kurang lebih bisa terlihat kira kira karakteristik si anak itu seperti apa, kemudian diskusi juga dengan guru mata pelajaran yang lain kira-kira kalau di pelajaran ini, it itu si A bagaimana sifatnya atau ciri-cirinya.” (Interview, 04/14/23)*

Based on the interview above, the teacher conducted observations in daily learning activities to find out the characteristics of students, the teacher also discussed about the students' characteristic with other teachers. Meanwhile, to find out information related to student backgrounds it can be through data research and direct communication with students.

The data that has been obtained through the diagnosis assessment can be used by the teacher for determining appropriate instructional media. In this research the researcher analyzed the data from interview and observation, as the result the researcher found several characteristics of the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta.

#### 1) Students lose focused easily and love playing

Following is the interview result:

*“Memang tipenya ini kan mereka tidak suka yang cuman kaya model ceramah atau misalnya kita udah play video, tonton, rangkum itu nggak masuk mereka, jadi gampang Lost fokusnya gitu kalau anak-anak itu. Dan juga anak anak ini kan SMP nature nya masih suka bermain jadi kadang saya "wah ini materinya apaya cari games apa lagi ya kaya gitu jadi memang harus ng upgrade sendiri ini kira kira games yang baru yang belum pernah dimainin apa. Jadi gimana caranya kita bisa pilih*

*dan gunakan media agar pembelajaran itu jadi menyenangkan tidak hanya misal pakai media itu itu saja.”* (Interview, 04/14/23)

From the results of the interview above, the teacher said that the seventh grade students do not like the lecturing model where the teacher only conveyed English materials through explanations because students would get bored and lose focus easily. Teacher said that the nature of seventh grade students is love playing. So, in determine instructional media the teacher did not only relying on one main media but also collaborating with other interesting media to create activities that involve students in learning, such as game based learning, so that they can be more interested, focused, and active in learning process.

The interview supported by observation results. Based on the observation, the teacher explained the material using media while sometimes questioning students and interact with students. The teacher also organized students to actively participate in learning such as group discussions, brainstorming, also game based learning that facilitated by Instructional media. In the class observation, it can be seen that the students were very excited and active in game based learning. So in choosing media the teacher considers what media are interesting for teaching English, so that students don't feel bored and lose focus easily.

## 2) Students learning style

The next students' characteristic is student learning styles, in each class there are several differences in students learning styles. In *Kurikulum Merdeka* there is differentiated learning, learning that accommodates the learning needs of students. The teacher facilitates students according to students' learning style. Learning styles are divided into visual, auditory, and kinesthetic. Following are the results of the interview:

*“Pasti satu kelas itu ada yang memiliki learning style yang beda-beda dan kinestetik ada yang audio ada yang visual, jadi oke kita tampilkan video berarti tipe anak visual bisa mewakili. Kemudian ada yang kita dengerin musik nih oh berarti si anak yang auditory bisa. Kemudian kita ada games ada class interview yang siswa harus muter atau apa oh berarti sih anak kinestetik bisa terwakili”* (Interview, 04/14/23)

Based on teacher interview, the English teacher choose a variety of instructional media to facilitate different student learning styles, such as videos, music, games. It is supported by the following observation results:

The teacher used pictures, flashcards, videos in the material describing places for visual learners who tend to learn information using visualization. In material describing place and people the teacher used media and combined game based learning for kinesthetic learners who tend to learn information by using movement and physical action. But in the material describing place and people, researcher did not find the English teacher use music



media to facilitate audio learners. But the teacher used videos and speakers which can be good media for audio learner. In video, audio can be an important component in conveying information and concepts.

### 3) Students' ability

Another student characteristic is the students' ability. In determining appropriate instructional media with *Kurikulum Merdeka* the teacher also considered that the ability of the seventh grade students in English is still relatively low so the English teacher at SMP Muhammadiyah PK Kottabarat Surakarta determined instructional media and conducted learning activities that suitable with students' ability. Related to this, the following is the interview result:

*"Iya harus saya sesuaikan ya dengan kemampuan Bahasa Inggris anak-anak. Misalnya untuk listening saya pernah kasih aktivitasnya yang mendengarkan lagu yang missing lyric itu, kemudian yaudah anak-anak mendengarkan. Saya belum masuk yang teks ya misalnya ada deskriptif teks bentuknya listening gitu kayaknya anak-anak nangkepnya lumayan susah gitu. Masih sebatas video saja. Video Bahasa Inggris aja mereka masih kayak meraba-raba ini apa maksudnya." (Interview, 04/14/23)*

Based on the interview, the teacher said that she did not use audio which played long text such as a descriptive text, because the students' ability level is still not enough to understand it. So the teacher prefers to use song or video for listening activity. As the result in the class observation, teacher used video which showed

someone who describing place and there was text in the video, so the students can read the text while listening to know the correct pronunciation. This media is quite in accordance with the ability of students so it hopes that students do not feel difficult.

Apart from that, students' ability of using a media such as hand phones, laptops or certain applications is also considered by the teacher in determining appropriate instructional media.

#### h. The Integration of technology based media

In line with the improvement of ICT infrastructure, the Ministry of Education and Culture requires educators to utilize technology in the learning process with *Kurikulum Merdeka*. In teaching English, it was found that the English teacher determined several technologies based media. The following is the result of interview with the teacher regarding the selection of the technological media used:

*“Ya jadi di kelas masing-masing sudah kita ada proyektor, ada LCD speakernya juga sudah ada setiap kela, itu yang basicnya. Kemudian untuk yang aplikasi-aplikasi tambahan itu sekolah kita ada yang namanya PK learning [...]. Kemudian untuk yang lainnya beberapa aplikasi yang ada di online itu ada juga kita bisa video YouTube, kemudian WhatsApp itu saya hanya untuk paling mengingatkan ya misal besok ada yang harus dibawa dari rumah misal kayak ini anak anak membawa gambar hewan peliharaan ya itu paling saya mengingatkan di grup bisa di grup students, kemudian ada wordwall, quizizz ada kahoot, padlet terus educandy saya pernah pakai juga.”* (Interview, 04/14/23)

From the interview above, it found that in the implementation of *Kurikulum Merdeka* the teacher determined and used several

technologies based media in teaching English. In this case the researcher divided the technology media into two, namely hardware and software. The hardware components include laptop, handphone, LCD projector and speaker. There is also software that teacher chooses and use, such as applications. Out of the several applications used, the teacher prefers the applications that can be integrated for quizzes, such as wardwall, quizizz, kahoot and educandy. There is also a special website owned by SMP Muhammadiyah PK Kotabarat Surakarta, namely PK Learning which can be accessed by teachers and students. In addition, the teacher also used applications to facilitate the process of communication between teacher and students such as WhatsApp.

The data supported by documentation, in the *Modul Ajar* there were facilities and infrastructure that used technology such as internet connection and laptop/computer/handphone. And based on the class observation, the teacher used several technologies based media such as LCD projectors, laptop, speaker and several learning applications such as padlet, google drive, google forms, and social media.

The Ministry of Education and Culture seeks to utilize internet technology for E-Learning by developing a platform called *Portal Rumah Belajar*. *Portal Rumah Belajar* is a learning portal that provides learning materials and communication facilities that support interaction between communities. Anyone can access this portal, especially teachers and students. But the English teacher did not use this portal

yet. The following is the teacher's response regarding the use of the Portal Rumah Belajar.

*“Sebenarnya belum pakai maksimalkan untuk belajar, kemarin sempat saya browsing untuk materinya mungkin ada beberapa yang belum variatif jadi memang sebenarnya dari Kemendikbud menyediakan tetapi saya lihat belum, misalnya kalau buat anak untuk ngikuti banget masih kurang kena, istilahnya belum begitu bisa mendorong minat belajarnya jadi saya rasa belum maksimal untuk saya gunakan platformnya.” (Interview, 04/14/23)*

From the interview above it was found that the teacher has not used the Rumah Belajar Portal platform provided by the Ministry of Education and Culture. The reason is because the content available in *Portal Rumah Belajar* is not yet varied, so the teacher thinks it cannot encourage student learning interest. So, based on the observations, the teacher prefers to use video from YouTube and encourage student to be active using interesting game based learning.

## **2. The implementation of instructional media in Teaching English with *Kurikulum Merdeka***

The second research question of this research is how the teacher implements instructional media in teaching English with *Kurikulum Merdeka* on the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta. To answer this question, the researcher conducted observation, interview and documentation. The observation has done by the researcher on the Describing Place material and Describing People material in class 7B. The researcher used data from interview and documentation to support the data.

In the implementation of *Kurikulum Merdeka*, instructional media is used in every process of teaching English. The English teaching and learning process carried out by the teacher is based on the *Modul Ajar* that have been made before. The *Modul Ajar* made by the English teacher includes 3 stages, the first is introduction, main activity, closing. There are 40 minutes of time allocation in each meeting.

In order to describe the implementation of instructional media in teaching English, the researcher adapted theory by Sadiman, *et al.* (2005), there were three steps to implement instructional media effectively, consisting of preparation before utilizing the media, the activity in using the media, and the next activity. And regarding the implementation of instructional media with *Kurikulum Merdeka*, the researcher analyzed the teaching learning process using instructional media to find out how the teacher use instructional media to fulfill the demands of *Kurikulum Merdeka*.

#### a. Preparation Before Utilizing the Media

The first step that teacher have done in implement instructional media for teaching English is preparation before the lesson. The following is interview result:

*“Oke pertama kita tahu dulu di kelas ini pelajarannya apa, oh misal describing place medianya yang kira kira akan saya gunakan ya siapkan saya taruh di ruang saya, jadi saya kumpulkan oke ini apa apa saja memang saya taruh di tas yang saya tenteng ke tiap kelas maksudnya”* (Interview, 04/14/23)

Based on the interview above, teacher said that in preparing media

the teacher must know what material will be taught that day and what media is needed. The media that the teacher has prepared is placed in the teacher's room before being brought to class for teaching.

In addition to preparing before bringing the media to class, the English teacher also did preparation in the classroom. According to classroom observations, the teacher always utilized a laptop and an LCD projector in every meeting. So, the teacher always prepares those instructional media before teaching. The teacher ensures that instructional media can be seen and accessed by all students. If there is student who has a vision problem, the teacher allowed students to switch seats with students who sit in front so that students can see the content on the screen clearly. If there were a group discussion or games, the teacher provided media according to the number of groups so that all students can use the media without difficulty. The following is observation results:

After greetings, the teacher makes interactions with some students while opens the laptop which will display a video related to describing people material, then the teacher connects the laptop with the LCD projector so that the video can be displayed on the screen and can be seen by all students. (Class observation, 04/04/23)

The observation above supported by the data from documentation. In the *Modul Ajar* made by the teacher, there was an opening activity where one of the activities was the teacher interact with 2-3 students, and based on the observation above the teacher used this time to prepare media while interact with students.

Sometimes, the teacher also experiences problems during the preparation process. In the observation on the material describing place when the teacher did preparation in the class, the teacher experienced technical problems, which the HDMI cable for the LCD was difficult to connect to the laptop, but this problem can still be overcome by the teacher.

In conclusion, in the preparation process the teacher did two preparation processes, the first is before entering class and the second is preparation in the classroom. Before entering the class, the teacher prepared instructional media that will be used, then when in the classroom the teacher prepared instructional media such as laptop and LCD projector to deliver English materials. The teacher ensured that the media can be seen and accessed by all students so that the learning process runs optimally. Sometimes in the preparation process the teacher experienced technical problem, but the English teacher can still overcome this problem.

#### b. The Activity in Using the Media

In the main activity on the use of instructional with *Kurikulum Merdeka*, the teacher conducted the English teaching and learning activity that facilitated by instructional media. Based on the results of analysis data from observations, interviews and documentation, the researcher divided the use of instructional media in teaching English with *Kurikulum Merdeka* into 5 categories: 1) The teacher delivered and

explained material using media, 2) The teacher used instructional media to give exercise and collect students task, 3) The teacher used instructional media to facilitate learning differentiation, 4) The teacher used media to facilitate student centered learning, 5) The teacher used media to support the students Pancasila profile.

1) The teacher delivered and explained material using media

The English teacher used Instructional media to explain English material to the seventh grade students. The media that the teacher used to explain the material are LCD projectors, speakers, PowerPoint, Microsoft Word, videos, real objects, picture, and boards.

The following is the observation result when the teacher used video, LCD projector, speaker and board to deliver and explain Describing Place material:

The teacher used video that sourced from YouTube. The video contains the social Function of descriptive text describing place, text structure, and language features. The teacher displays the video using LCD projector. The teacher uses speaker to make the audio video can be heard clearly. While showing the video, the teacher often pauses the video and gives more explanation to students by writing important points using whiteboard, the teacher uses colored markers (blue, red, black). Students watched the video, listened teacher's explanations and take notes. (Class observation, 04/05/23)

In the next meeting on describing place material, the English teacher explains one of the sub topics in describing place material, that is Direction. Teacher explains the Direction material using Microsoft Word, LCD projector and board. The following is the observation



result:

First, the teacher displayed a Microsoft Word that contained direction vocabulary using the LCD projector. Sometimes the teacher questioned students randomly to translate and read the direction vocabulary (North, East, South, West) from English to Indonesian. Next, the teacher displayed the material on the screen which contained the phrase for Asking direction: Where is .... (Place)?, Excuse me, could you tell me where ..... is?, Etc. And giving direction vocabularies: go straight, turn left, T-junction, crossroad, etc. Next, the teacher explained vocabulary about prepositions of place: across, between, in front of, etc. Students pay attention to the teacher while taking notes, the teacher goes around to check students. After that the teacher displays a map picture on the screen, the teacher gives an example of how to give direction based on the map picture on the screen. (Class observation, 04/06/23)

Next is the observation result on the describing people material.

The teacher explained the material using Microsoft Powerpoint, picture, LCD projector, real object and board.

The teacher displays a PowerPoint slides which contains a definition of descriptive text describing people, photos of someone famous, an example of describing people text and body parts. The teacher gives more explanations about the material using board, and students take notes. When the slide shows a photo of someone, the teacher asks students to describe someone in the photo. One of the slides contains a photo of Selena Gomez, teacher asked students "*what do you think about her?*", then students together try to describe about Selena Gomez, like she is beautiful, she has long hair, etc. Then when the teacher explains about part of body, the teacher use picture on the screen and real objects, where the students asked to pointed their body parts. (Class observation, 04/12/23)

In the next meeting of describing people material. The teacher used instructional media real object and PowerPoint to introduce

students about clothes and accessories vocabularies. Here is the observation result:

The teacher uses Instructional media real objects several accessories and clothes worn by students such as trousers, watch, glasses, ring, etc. Furthermore, the teacher uses PowerPoint slides to introduce more vocabulary about clothes and accessories. Students take turns reading the English vocabulary and its meaning in Indonesian that displayed on the screen. When the student's read with the wrong pronunciation, the teacher will correct it. After that students take notes. (Class observation, 04/12/23)

The observations result above supported by the following interview:

*“Media untuk materi, ada papan tulis kemudian PowerPoint hampir jadi istilahnya kebutuhan wajib ya setiap materi ada biasanya PowerPoint, kemudian video yang dari YouTube. Kalau memang misalnya kebetulan mati lampu ya paling harus istilahnya ngalahin nulis dipapan tulis kaya gitu. Karena memang kalau anak-anak takutnya kan udah sambil lalu aja kalau tidak mereka catat. Nanti orang tua juga bisa membantu mendampingi belajar mereka, minimal ada catatan orang tua untuk bisa membantu lah, bisa didampingi belajarnya.”* (Interview, 04/14/23)

The results of the interview above support the results of observations where the teacher used several instructional media to explain material, such as whiteboards, videos, or PowerPoint. For teachers, PowerPoint is a media that is always used in every material. If the electricity does not work the teacher will only use board for explain material. The teacher also believes that students must take notes to anticipate if students forget the material that has been taught, and also with student notes parents can help their children to learn at home.

In conclusion, the English teacher used video, PowerPoint, board, Microsoft Word, and real objects to deliver and explain English material. In using those media, the teacher also needs supporting media such as laptops, LCD projectors and speakers.

2) Teacher used media to give exercise and collect students' tasks

One of the implementations of instructional media in teaching English with an *Kurikulum Merdeka* is to give students exercise and collect student tasks. In giving students exercise, the English teacher used a variety of instructional media, including paper, PowerPoint, Microsoft Word, and an LCD projector.

The following is the result of classroom observations on the describing place material. The teacher used instructional media in the form of paper to give exercise. Students are tasked with filling the blanks of descriptive text (describing place):

After organizing students to study, the teacher guides group investigations by dividing students into several groups to do exercise. One group contains 3 students. Students join into their groups and make a circle, then the teacher gives papers containing questions and worksheets for each group. Students fill the blanks in the descriptive text (describing place). Students fill it in with *to be, there is/there are, +s/es or not*. The teacher walks around to monitor students. The teacher collected students' worksheets when lesson time is over. (Class observation, 04/05/23)

The following is the result of observations on describing place material. The English teacher used Microsoft Word to give students a task, namely mini vlog project visiting and describing historical buildings in Solo. Microsoft Word that the teacher displays using LCD

Projector contains the rules and steps to work on the project. Teacher used social media and google forms for students to submit their project.

The English teacher displayed Microsoft Word using LCD projector to explain the project mini vlog visiting and describing a historical building in Solo. Previously the students had chosen which place they want to visit and describe. The teacher conveys several rules that students must follow to finish this project. The deadline is two weeks after teacher gives this project. The teacher gives students 3 social media options to upload the video. Students can choose to upload their video on YouTube, Instagram or Tiktok. The teacher used Google form as media for collecting video links and text describing places. The teacher shares the Google form link on the class WhatsApp group, so students can access and submit assignments when they are at home. (Class observation, 04/04/23)

Furthermore, in describing place material, the teacher used powerpoint and LCD projector to give questions to students. The following is the observation result:

The English teacher gives individual assignments about giving direction using PowerPoint slides. The teacher displays a PowerPoint which contains a map picture and 2 questions. The teacher gives 2 questions: 1) Public library to Walker's Drugstore, and 2) Walker's Drugstore to Clifford Hotel. Students are asked to give direction according to the questions. Students answer the questions in their books. Students who have finished the assignment is going forward one by one and read their answers while the teacher correcting and giving score. (Class observation, 04/07/23)

On the observation in describing people material, the teacher used the Padlet online platform as an instructional media for students to submit their assignments write descriptive text describing people.

Students can make interaction using Padlet by comment on the other descriptive text that their friends have made. The following are the results of observations:

The teacher divides students into pairs. The teacher orally gives instructions to students to describe each other. Before students doing the exercise, teacher gives examples of text describing people using Powerpoint slides. The text created must fulfill 3 aspects: Introduction, physical appearance and personality. After that the students started make a descriptive text describing people in their book. The teacher shares the Padlet link as a platform for students to submit their writing. The writing of the descriptive text that the students have made is also accompanied by a photo of the friend they are describing. Students use Instructional media laptops to access the Padlet. The teacher gives 30 minutes for students to finish the task. (Class observation, 04/14/23)

The results of the observations are supported by the following interview result:

*“Media untuk memberikan tugas biasanya saya kasih paper isinya soal, kemarin itu soalnya bentuknya feeling blank ya jadi satu kertas udah ada soalnya, dikerjakannya juga disitu. Kadang juga ada soal saya tampilkan di screen kemudian mereka jawab di buku. Bisa juga langsung kasih instruksi aja [...]. Media yang pernah saya gunakan untuk mengumpulkan tugas ada yang bentuknya paper kemudian ada juga kemarin yang bentuknya itu video, kemudian video itu kemarin dikumpulkannya tidak ke WhatsApp tetapi menggunakan google form, jadi mereka upload dulu ke salah satu sosial media, mereka milih mau YouTube, Instagram atau TikTok. Kemudian kirim link videonya ke google formnya itu.”* (Interview, 04/14/23)

In conclusion, the English teacher used instructional media to give exercise and collect student tasks. The teacher gave exercises or questions using paper, Microsoft word, or PowerPoint. The teacher

used LCD projector to display assignments in Microsoft Word and PowerPoint. All of these media aim to provide clear instructions to students about the tasks they have to do. The teacher also provided the necessary guides or examples to understand and complete the task. And the media for collecting students task, the teacher used paper, google form, google drive, social media, and Padlet. Students used laptops or cellphones to access these digital platforms.

### 3) Teacher used media to facilitate learning differentiated

In the context of *Kurikulum Merdeka*, differentiated learning is one of the main principles in designing learning that is adaptive and responsive to students' needs. Related to the implementation of instructional media the teacher accommodated different learning styles. Students have different learning styles, such as visual, auditory, kinesthetic, or mixed. In this case the teacher must group students then the teacher uses instructional media and provides learning activities that are in accordance with their characteristics and learning needs. However, in carrying out this differentiated learning, the teacher at SMP Muhammadiyah experience difficulties, as expressed by the teacher in the interview below:

*“Kurikulum merdeka itu sebenarnya yang kalo dalam istilah pembelajaran berdeferensiasi itu yang digadang-gadang dalam kurikulum merdeka itu lumayan susah mba bagi saya sendiri untuk diaplikasikan, karena berdeferensiasi itu different ya maksudnya kita harus tahu karakter anak itu seperti apa, maksudnya ini si tipe anak kinestetik ada yang audiovisual, ada visual misalnya, kalau harapannya pembelajaran diferensiasi itu kita harus memfasilitasi*

*masing-masing, misalnya anak audio kita harus dikelompokkan, ini si anak audio kita tontonkan video mungkin hanya audio nya, mereka menyimak dengan aktivitas sendiri. Si anak kinestetik kita misal oke praktek coba amati sekitar, nah itu kan guru harus menyiapkan beberapa skema untuk beberapa model pembelajaran. Nah saya sudah mencoba sekali aja itu prepare nya lumayan banyak mba jadi itu laptopnya saya harus pinjem temen jadi ada 3 laptop untuk memfasilitasi anak-anak yang memiliki perbedaan learning style ini. Jadi saya masih susah untuk diterapkan, jadi sejauh ini yaudah intinya materinya apa, kemudian lebih memaksimalkan untuk mencapai target skill-nya mereka. Jadi paling tidak saya merangkum misalnya dengan satu kali menggunakan media itu bisa eh e apa namanya terwakili [...]. Jadi saya oke kita tampilkan video berarti ini sih tipe anak tertentu ini bisa mewakili kemudian ada yang kita dengerin musik nih oh berarti si anak eee yang audio auditory bisa, kemudian yang kita ada games harus class interview harus muter atau apa oh berarti sih anak kinestetik bisa terwakili.” (Interview, 04/14/23)*

From the result of the interview above, the researcher analyzed that teacher experienced difficulties in differentiation learning, including the preparation process, implementation and assessment. Because the large number of students and the limited hours of lesson teacher find it difficult to prepare and conduct different learning schemes for each student's learning style in one time. And the more instructional media is also needed which it takes a lot of time and effort. Because the teacher must use various kind of instructional media in one time.

To overcome this problem, the English teacher agreed with other teachers to not group students and students are given the same learning activities in each lesson. The teacher more focused on the target skill that must be achive in *Kurikulum Merdeka*. The English teacher used

various kinds of instructional media that can meet student learning styles alternately. It shows on the result of observation:

The teacher used video to explain material describing places to facilitate visual and audio learners (Class observation, 04/05/23). In the next meeting the teacher used PowerPoint slides and pictures to facilitate visual learners (Class observation, 04/07/23) Then in the next meeting the teacher invited students to play games to facilitate kinesthetic learners. (Class observation, 04/12/23)

In conclusion, the English teacher who teaches the seventh grade students at SMP Muhammadiyah PK Kottabarat Surakarta adapted to the needs and characteristics of students in teaching and learning English using instructional media. The teacher used various instructional media that can facilitate students with different learning styles, and focused on the target skill that must be achieve in *Kurikulum Merdeka*. Even though in differentiated learning, the teacher could not apply it optimally because of the large number of students and the limited hours of lesson and the preparation.

#### 4) Teacher Use Media to Facilitate Student Centered Learning

Based on the analysis from interviews and observations, the researcher found that in Student Centered Learning the teacher used Instructional media as a tool to facilitate students. Several methods that teacher used in carrying out Student Centered Learning were project-based learning, game based learning, group discussions. The following are the results of observations supported by interview results:



a) Project-Based Learning

The teacher implemented Project-Based Learning on the material Describing Place. Students are given a mini vlog project visiting and describing historical building in Solo. In this project researcher divided the use of Instructional media into several: 1) the media used by the teacher to give assignment instructions: LCD Projector and Microsoft word. 2) media needed by students to work on: Camera/cellphone, laptop, video editing application. 3) media needed by students to submit projects: social media, google forms, cellphones/laptops. The following is the results of observation:

The English teacher displayed Microsoft Word using LCD projector to explain the project mini vlog visiting and describing a historical building in Solo. Previously the students had chosen which place they want to visit and describe. The teacher conveys several rules that students must follow to finish this project. The deadline is two weeks after teacher gives this project. The teacher gives students 3 social media options to upload the video. Students can choose to upload their video on YouTube, Instagram or Tiktok. The teacher used Google form as media for collecting video links and text describing places. The teacher shares the Google form link on the class WhatsApp group, so students can access and submit assignments when they are at home. (Class observation, 04/04/23)

The result of the observation above show that the teacher gave students a project to make a mini vlog video visiting and describing historical building in Solo in order to encourage students to be active in Student Centered Learning. The results of the videos that students have made are also shared by the teacher in the parent WhatsApp group, so parents can see the results of student work. Because the

parents also play a role in helping students in the process of making the project.

In conclusion, project based learning allows students to actively participate in projects that involve creativity, research, collaboration, and presentation. And the role of Instructional media is very important to facilitate teachers and students to carry out Project Based Learning activities.

#### b) Game Based Learning

The next Student Centered Learning activity is Game Based Learning. The English teacher always use games in every material describing places and describing people. The teacher conduct game based learning after the teacher explains the material to students, usually at the third or fourth meeting. In implementing games based learning, instructional media becomes a tool that plays an important role in facilitating students. In the material describing place, the teacher invited students to play Giving Direction Game and Adjective Game. Furthermore, in the material describing people, the teacher invited students to play Guessing Game. The following are the results of observations:

On the results of the observation in material describing place the teacher invited students to play giving direction games. This game aim to make students able to give directions to others. In this game the teacher used several instructional media, namely interactive boards,

printed pictures (map pictures), and paper.

The teacher divides students into 6 groups (Groups A, B, C, D, E and F). The teacher explains the procedure for the giving direction game. The teacher gives printed pictures (map picture) to each group. The teacher prepared a board for 6 groups as a media to write answers. The teacher organizes each group to form a circle and prepares paper. After everything is ready, the teacher starts and asks questions like "*I'm in the front of Jim's Gym, how to get to the Bings Cafe?*". Students directly discuss with their groups and write answers on paper, then one of the group member comes forward to write answers on the board. The teacher pays attention and gives the serial number according to the order in which the group finished answering. Then the teacher and students repeat the above process with different questions. Members of each group must also take turns. After all questions answered. The teacher checks students' answers and gives them points. The teacher gives points 1-10 according to the completeness and accuracy of the students in giving direction. Because this game answers quickly, the group that answers the fastest +6 points, the second place answers +5 points, and so on. The teacher totals student points result and determines the winner. After the game is over, each group collects the results of the work written on paper to the teacher. Students return to their seats. (Class observation, 04/07/23)

In the next meeting on the material date describing place. The teacher invited students to play an adjective game. This game aims to introduce adjective vocabulary that students can use to describe a place. In this game the teacher used flashcards as Instructional media.

Students are divided into 4 groups. Adjective game conducted in the school hall because it requires a large space. The teacher gives flashcards, each group gets flashcards with the color that matches their group's name (pink, yellow, blue, green) and each group gets 40 adjective words (bright, narrow, old, crowded, dark, colorful, fun, noisy, etc.). Each group arranges flashcards on the floor then students line up according to their group. Next, the teacher explains the procedure for playing the adjective game. When everyone is

ready, the teacher starts the group game by saying one adjective in Indonesian, for example teacher say "*Baru*". Students discuss to think about the meaning of these words in English, then when the teacher says "Go!" Students who are in the front row run and look for the adjective 'new' on the flashcard. The student who finds it the fastest immediately gives the card to the teacher while saying "new means baru" and the group gets a point. The teacher and students repeat the process until the game is over. After the game is over, the teacher explains and redefines some of the adjective vocabulary, especially unfamiliar words. (Class observation, 04/12/23)

Furthermore, in the material describing people, the teacher invited students to play guessing games. In this game the teacher needs Instructional media such as student photos and an LCD projector. At the previous meeting the teacher had instructed students to submit photos of themselves on Google Drive, the teacher's Google Drive link was shared on the WhatsApp class group. Photos that have been collected by students will be used for guessing games in the materials describing people. In this game, students are tasked with guessing which friend's name matches the characteristics that have been mentioned. The following are the results of classroom observations:

The teacher prepares an LCD projector and displays a Google Drive folder containing photos of Class 7B students. The teacher is assisted by students prepare a place setting where one chair is needed which is placed in front facing the students, this chair is called a hot seat. After everything is ready, the teacher explains how to play the guessing game. The teacher starts the game by inviting students one by one. Student who was called then sat in the Hot Seat. Then the teacher displays one of the photos of another friend. Student who sitting on the hot seat could not see the photo. The student who sitting in the Hot Seat is must guess the name of student that teacher displays on the screen by giving 5 sentences

describing people such as "It is a boy", "he wears glasses", "he is talkative", etc. Other students responded by answering yes/no. The teacher gives a time limit of 3 minutes. If students can guess correctly, they will get points. (Class observation, 04/13/23)

#### c) Group Discussion

In the game based learning that described before there are group discussion in direction game and adjective game. The discussion activities encourage students to be active. In addition to discussions in games, the teacher also organizes students to carry out more serious group discussions, such as working on questions. One of the group discussion activities was found in the observation in the materials describing place.

After organizing students to study, the teacher guides group investigations by deviding students into several groups to do exercise. One group contains 3 students. Students join into their groups and make a circle, then the teacher gives papers containing questions and worksheets for each group. Students fill the blanks in the descriptive text (describing place). Students fill it in with *to be, there is/there are, +s/es or not*. The teacher walks around to monitoring students. The teacher collected students' worksheets when lesson time is over. (Class observation, 04/05/23)

From the results of some observations above it proves that the teacher implements instructional media in the student centered learning. The teacher provides activities such as project-based learning, game-based learning and discussions to encourage students to be active in learning. The observations results are supported by the following interview results:

*“Jadi budaya sekarang itu bukan lagi guru aktif terus-terusan ngomong ya, meskipun juga tetap ada porsinya saya setiap meeting tu ada jatahnya ngomong karena untuk deliver materinya ini seperti apa gitu, memastikan bahwa ini loh materinya kita seperti ini, memahami, kemudian nanti baru yang istilahnya saya 30-40% sisanya mereka praktek gitu misal instruksi saya sampaikan, oke kita ngapain, kemudian mereka gerak sendiri, jadi kaya game based learning gitu juga bisa [...]. Termasuk misalnya aktivitas diskusi kelompok di kelas itu misalnya kita perlu yang agak serius, yang tadi kan bentuknya games, yang lain misalnya yang lebih fokus gitu ada latihan soal yang kelompokkan yaudah mereka yang diskusi sendiri.” (Interview, 04/14/23)*

Based on the interview above, the English teacher said that in learning it is no longer an active teacher, but the teacher still had to deliver the material and make students understand the material being taught. Students were encouraged to be more active in English learning activities with games based learning and group discussions. The data supported by documentation *Modul Ajar*, where there a group collaboration in the main activity of teaching English.

In conclusion, in the implementation of Instructional media with *Kurikulum Merdeka*, the teacher used various kinds of Instructional media to support student centered learning in an *Kurikulum Merdeka*. The teacher at SMP Muhammadiyah PK Kottabarat Surakarta make learning activities that encourage students to be active such as project based learning, game based learning and discussions. In each of these activities Instructional media plays an important role as a tool to facilitate students and teachers.

5) Teacher use media to support strengthen students' Pancasila profile

There are 6 dimensions of Pancasila student profile; 1) Have Faith, Fear God, and Have Noble Character, 2) Global Diversity (*Berkebhinekaan*), 3) Cooperating, 4) Independent, 5) Critical Reasoning, and 6) Creative. In the data documentation *Modul Ajar* that has been made by the teacher, it also contains a profile of Pancasila students in each material.

In developing the character of Pancasila student profile in English teaching and learning, the teacher integrated the dimensions of the Pancasila student profile using Project-Based Learning and group discussions. As previously explained, the teacher implements instructional media to facilitate these activities.

In the mini vlog project visiting and describing a historical building in Solo, the researcher analyzed several profiles of Pancasila students who could be strengthened by the project, including independent and creative. Students independently and creatively make mini vlog video starting from the preparation, taking the video, editing and submitting the project. In each of these processes students used instructional media as tools, such as camera, Handphone/laptop, editing applications, social media and google forms for submit the project.

Furthermore, students have done group discussion activities in several meetings including discussion groups in giving direction

games and group discussions to feel blanks in material describing place. In these activities, students are invited and trained to respect each other in their groups, to work together and solve problems together, to be independent and creative, and to have global diversity by not taking sides or discriminating against fellow group members.

The following is the interview result:

*“Iya jadi kalau untuk yang bahasa Inggris itu projects p5 ya ini, itu kemarin siswa ada projek mini vlog historical building. Kemudian kita ada juga yang tidak dilaksanakan sendiri jadi modelnya bersinergi dengan mapel yang lain, ya itu dilaksanakannya ketika diluar jam pelajaran, misalnya kemarin sempat ada yang namanya gelar karya itu ada beberapa karya, misal bahasa Inggris gitu bisa ditampilkan.”* (Interview, 04/14/23)

Based on the interview, the researcher analyzed that the project strengthens the profile of Pancasila students is not only during English learning hours (intracurricular) but there is time allocation for projects outside learning hours (co-curricular).

In conclusion, the teacher implemented instructional media to facilitate activities that support strengthening student Pancasila profiles in learning English such as project based learning and group discussions.

#### c. Next Activity

The next activity aims to measure students' understandings about the material that is supported by instructional media. Based on the class observation, the English teacher did several ways to check students' understanding, including questioning students during the lesson, through



group discussions and also individual assignments or exam.

The next activity that have done by the teacher to check student understanding is give individual and group assignments. Based on observations, the teacher gives assignments for groups to fill the blank in descriptive text describing place, and also group discussions on giving direction games. After giving direction games students are given another question to work on individually. The teacher also gives a mini vlog project visiting and describing historical building in Solo to measure the extent to which students understand the material. Whereas in the material describing people there is a guessing game in which students individually use their understanding to be able to guess correctly. Then at the next meeting there is an individual assignment to create descriptive text describing people whose results are uploaded in the Padlet application.

From the results of the above observations it is evident that the teacher measured students' understanding about the material that is supported by instructional media. The observation is supported by interview results:

*“Jadi saya untuk mengukur atau mengetahui pemahaman siswa terkait materi itu biasanya dari pengecekan dulu misal sambil menyampaikan materi saya cek random misal ini kira-kira si A B C bisa menjawab atau tidak, paham atau tidak. Kemudian ketika diskusi kelompok bisa juga saya tanyakan juga ke anak-anak tersebut kira-kira mereka sudah memahami materi atau belum. Dan tugas itu juga menjadi salah satu tolak ukurnya ya kalau untuk tugas individu. Jadi pasti ketika kita memberikan tugas atau ulangan itu si A B C ini kira kira pemahamannya sejauh apa.”* (Interview, 04/14/23)

The interview above supports the observation result where the teacher measured student understanding about the English material that

was supported by instructional media through questioning students during the lesson, group discussions and also individual assignments or exams.

In conclusion in the implementation of instructional media with *Kurikulum Merdeka* on the seventh grade students, the teacher prepared instructional media before the lesson, main activity of the implementation instructional media and the teacher also conducted the next activity to check students understanding through questioning student during the lesson, group discussion and individual task or test.

The following shows the kind of instructional media used by the teacher in teaching English with *Kurikulum Merdeka* at the seventh grade students to teach the material Describing Place and Describing People.

**Table 4.1** Kind of Instructional Media Used by The English Teacher

Instructional Media		Function
Simulation/ games	Giving Direction game	To check students' understanding, make learning more fun and memorable
	Adjective Game	
	Guessing Game	
Visual	LCD Projector, Screen	To show the learning contents in front of the class
	Laptop/HP	For teacher to prepare English materials and explain materials. For students to access several platform and applications, and make video mini vlog.
	Board and marker (black, red, blue)	To explain materials and one of media that needed for giving direction games
	Picture	To explain materials and media for giving direction game

	Word slides, PowerPoint slides	To shows and explains materials
	Flashcard	Media for learn English vocabulary in adjective game
	Real object	To explain English vocabulary (clothes, accessories, part of body) Media for make project video mini vlog (real object historical building in Solo)
	Paper	For students doing exercise
Audio-visual	Video	To explain materials, to shows video example of describing place
	Speaker (Supporting media for video)	To make the audio from video can be heard clearly by all students
Virtual/ applications	YouTube/TikTok/ Instagram	Platform for teacher get video describing place material (YouTube) Platform for students upload project mini vlog visiting and describing historical building in Solo
	WhatsApp Group	Platform for teacher to communicate with students and parents outside the lesson hour
	Padlet	Platform for students submit their task
	Google form	
	Google drive	

## B. Discussion

This section presents the discussions based on the research findings that has been conducted at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta.

The first research question was to know how the teacher determine appropriate media in teaching English with *Kurikulum Merdeka*. The

considerations in determining appropriate instructional media in teaching English found in some related studies. Study that was conducted by Sari (2023), she found that the selection of Instructional Media is only suitable with appropriateness of instructional media with the instructional goal and appropriateness of instructional media with the material. Furthermore, in the study that was conducted by Aini (2013), the study found that there was only 1 out of 3 teachers who chose media according to the theory used. The teacher considered three main factors, particularity, student appropriation and instructional appropriation. Whereas the other 2 teachers in determining instructional media were generally only suitable with particularity and the instruction, not really suitable with students' characteristics. While the findings in this study indicate that the English teacher chose instructional media that are in accordance with Sudjana and Rivai (2005) theory, including media appropriateness with the learning goals, media support toward the learning content, the easiness to get the media, teachers' skill in using media, there is time to use media, media appropriateness with students' level of understanding. Moreover, in this study also found the media appropriateness with students' characteristics and the integration of technology based media which is accordance with the demands of *Kurikulum Merdeka*.

The second research question was to describe about how the teacher implement instructional media in teaching English with *Kurikulum Merdeka*. In the how teacher implement instructional media in teaching

English, it found some related study that was conducted by (Nastiti, 2018) and (Sari, 2023), in using instructional media teachers showed the instructional media while preparing it in classroom, then teachers explained the material by using the instructional media, and teacher asked students to do some exercises using instructional media based on the material. The previous related studies were accordance with the findings of this study where the teacher prepared the media before utilizing it, teacher use media to explain material, and in the next activity the teacher used instructional media to check students understanding. But there are different findings in the implementation of instructional media, where the related study did not discuss about the media implementation with *Kurikulum Merdeka*. Which in this study found and described the implementation of instructional media to facilitate learning differentiated, facilitate students centered learning and support students Pancasila profile as well as the demands of *Kurikulum Merdeka*.

In determining appropriate instructional media with *Kurikulum Merdeka*, the government encourages the adjustment of students' needs and characteristics. The findings show that students have characters who are easily bored and prefer to play. The findings show that English teacher chose and used a variety of instructional media and also make fun learning activities such as game based learning. This is in accordance with the results of research Mardhiyyah *et al.*, (2021) they found the school hours were long, which made students easily distracted and quickly bored. The use of

instructional media assisted the teacher in making classroom activities more fun and interesting with a combination of games and fun learning methods.

In the selection and implementation of instructional media with *Kurikulum Merdeka*, the teacher determined and used media that can display various multimodal texts (oral, written, visual, and audiovisual) to students. To teach descriptive text the teacher prefers to use spoken and visual texts supported by the use of videos for listening and practicing oral comprehension. In using written text, the teacher used media such as Powerpoint to present examples of descriptive text and gives writing assignments using Padlet. While the teacher used visual materializes through the use of real objects, images and videos to visualize concepts and enrich students' understanding of descriptive text material. This is consistent with the achievements of learning English based on the *Kurikulum Merdeka*, where at the end of phase D, students use spoken, written and visual texts in English to interact and communicate. This is aimed at facilitating students to be skilled in using technology (technological literacy), so that they can improve their ability to navigate digital information.

The *Kurikulum Merdeka* encourages the use of media-based technology in learning. In teaching English, research findings show that the teacher used a variety of technology-based instructional media. Teacher used several hardware and software technologies for mobile applications. By using digital technology, it was found that students could participate in learning in a more interactive and creative way. As a result of study by

Rahman (2015), showed that students are more responsive, spontaneous and cooperative in the technologically advanced classroom as the lesson becomes hands on and lively for the students. But before choosing and using media technology the teacher must consider the skills that the teacher has. Related to the study conducted by Tafonao *et al.*, (2019), to deal with students who are accustomed to this technology, educators must also master technologies that can be used as learning media. So that it can establish a good process of interaction in learning.

The LCD Projector became the most instructional media used for teaching English at the seventh grade students of SMP Muhammadiyah PK Kottabarat Surakarta. Besides, based on the observation the researcher did not find the use of textbook as the instructional media for teaching English. The English teacher prefer to use LCD projectors to display material from video or PowerPoint rather than asked students to read textbooks. The teacher believes that if she allows students to focus on the textbook only, students will feel confused, because the content available in books still cannot make students understand. So the teacher's role is to combine various media so that students can easily understand the material and achieve their target skills. The related study was conducted by Idami (2018) on the students' perception on the used of Liquid Crystal Display (LCD) Projector in English Foreign Language classroom. The result revealed that the availability LCD projector in EFL classroom built a more conducive and vivid learning atmosphere, so the students' motivation was also improved.

According to Ratminingsih *et al*, (2018) study on the teachers' perception of their perception training program, the teachers had a positive view of the teacher training program. As one of the instructional medium for teaching English, the program offers teacher training and mentoring for using ICT in games. It includes using the media, how to organize lessons with the use of the media, and using the media while teaching. After participating in this program, instructors will be abler to use and innovate technology as a teaching tool. They think it can engage students in the teaching and learning process, attract their attention, and motivate them. In this case, the use of technology to support the teaching media helps the teacher to update their teaching. Moreover, the students' responses to media-based technology also prove that they are very enthusiastic about it. Thus, it means that the teachers in SMP Muhammadiyah PK Kottabarat Surakarta needed to more improve the teaching media, especially in using technology, in this case, computer or the web, although the use of technology based media by the English teacher was quite good.

The limitation of the facilities to support the instructional media in schools found in several related studies. The first study conducted by Mumary (2017) in challenges in teaching English faced by the English teachers. The result of this study showed that some factors caused the problem. One of them was the facilities' issues, including inadequate resources and facilities, and time constraint. Furthermore, the study was conducted by Ristika (2020), it found the problem faced by the English



teachers at school in implementing the instructional media to the teaching and learning process. It was the availability of the tools to support instructional media. In this case, the tools mean the LCD Projector, Speaker, and Computer Lab available in the school. But in this study, there were differences in the conditions at SMP Muhammadiyah PK Kottabarat Surakarta where the English teacher had no difficulties regarding the availability of learning media at school, because this school provided LCD projectors and speakers in each class as well as the internet connection. And the condition of students also supported the availability of media because each student has supporting media such as laptop. With the media availability, the teacher was easily prepared for the material before the class was started. It also helped them to deliver the material to the students. Therefore, it increased their readiness and confidence in teaching.

In the implementation of Instructional media with *Kurikulum Merdeka*, the teacher used various kinds of Instructional media to support student centered learning. The English teacher conducted learning activities that encourage students to be active in learning process, such as project based learning, game based learning and group discussions. In the game based learning the teacher used printed picture and flashcard as the media. While in the group discussion activity the teacher used paper and worksheet. The finding is related with study conducted by Mardhiyyah *et al.*, (2021) in their study, the use of flashcards was included into a variety of games, which successfully increased students' interest and motivation in participating. The

worksheets also contributed significantly in reinforcing students' understandings on the topics and promoting active learning.

In implementing *Kurikulum Merdeka* in the classroom, the difficulty found is that there is differentiated learning where the differences in learning are according to the characteristics and abilities of students. The English teacher could not apply it optimally because of the large number of students and the limited hours of lesson and preparation. It related with study conducted by Tricahyati & Zaim (2023), in applying differentiated learning is still difficult because of the large number of students and the limited hours of lessons so that focusing on student differences at each meeting is also ineffective.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, researcher provides conclusion and suggestion based on the finding in this research.

#### A. Conclusion

Researcher draw the following conclusions from the research that have been conducted at the seventh grade of SMP Muhammadiyah PK Kottabarat Surakarta. In teaching English, the teacher used LCD Projector, Laptop/HP, board, picture, Microsoft Word, PowerPoint, flashcard, real object, paper, video, speaker, application (YouTube/TikTok/Instagram, WhatsApp Group, Padlet, Google form, Google drive).

In determining appropriate instructional media, the English teacher considered media appropriateness with the learning goal, media support toward the learning content, the ease of getting the media, teachers' skills in using media, there is time to use media, and media appropriateness with students' level of understanding. Related to how the teacher determines appropriate instructional with *Kurikulum Merdeka*, the findings indicate appropriateness of the selection of instructional media with demands of *Kurikulum Merdeka*, including the appropriateness media with student characteristics and the integration of technology based media.

In the implementation of instructional media with *Kurikulum Merdeka* on the seventh grade students, the teacher prepared the instructional media before the lesson. In the main activity of the implementation of instructional

media the English teacher used instructional media with several activities, including teacher explained material using media, the teacher used instructional media to give exercise and collect students tasks. And related to the implementation of the *Kurikulum Merdeka*, the findings indicate appropriateness of the implementation of instructional media with learning standards in the *Kurikulum Merdeka*, where the teacher implemented instructional media to facilitate learning differentiation, the teacher used media to facilitate student centered learning and the teacher used media to support strengthen students' Pancasila profile. The teacher also conducted the next activity to check students' understanding through questioning students during the lesson, group discussions and individual tasks or tests.

So, in this study the researcher concluded that the English teacher who teaches the seventh grade students at SMP Muhammadiyah PK Kottabarat Surakarta is very good at determining appropriate media and using instructional media with *Kurikulum Merdeka*. The teacher used various kinds of instructional media in teaching English and implemented instructional media according the demands of curriculum. It can be seen from the result that in determining and implementing instructional media in teaching English is suitable with theory used in this study and accordance with the demands of *Kurikulum Merdeka*.

## B. Suggestion

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration

1. It is expected that the English teacher of SMP Muhammadiyah PK Kottabarat Surakarta keeps joining workshop related the implementation of *Kurikulum Merdeka* to get more understanding with the concept of *Kurikulum Merdeka* especially in teaching English. Teachers are expected to be abler to optimize the use of facilities that have been provided by schools such as language laboratories, libraries and textbooks. The English teacher is expected to continue learning and updating about instructional media or learning platforms that can be integrated into English teaching and learning. Teachers are also expected to be able to give directions to students so that students take advantage of the media they have for learning outside the classroom, one of which is by recommending learning applications or platforms that students can use to study at home or outside of class hours.
2. It is expected that the Principal of SMP Muhammadiyah PK Kottabarat Surakarta will provide more workshop or special training to the teachers towards the implementation of *Kurikulum Merdeka* and continuing to monitor. The principle expected to continuing in providing facilities that can support teaching and learning process during formal education.
3. It is expected that parents of SMP Muhammadiyah PK Kottabarat Surakarta students will cooperate with teachers in controlling and

monitoring their children at home in learning using instructional media such as mobile phone, so that students can get benefit from its use.

4. It is hoped that this research can be used as a reference source in further research related to the use of instructional media in teaching English with *Kurikulum Merdeka*. Because of the limitations of the researcher's knowledge and methodology, the results of this study are far from perfect. So, for other researchers are suggested to review and re-examine to this problem. But the researcher hopes these results can be used as a reference for further research.

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# APPENDICES

### APPENDIX 1 Interview Guidelines

Research Questions	Interview Questions
<p>How does the teacher determine the instructional media used in teaching English with <i>Kurikulum Merdeka</i> at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023?</p>	<ul style="list-style-type: none"> <li>• Apa saja hal yang guru pertimbangkan dalam memilih media yang akan digunakan dalam pembelajaran?</li> <li>• Apakah guru memilih media yang sesuai dengan tujuan pembelajaran?</li> <li>• Apakah guru memilih media yang bisa mendukung materi pembelajaran?</li> <li>• Apakah dalam memilih media guru mempertimbangkan skill yang guru miliki?</li> <li>• Apakah guru memilih media yang mudah didapatkan?</li> <li>• Apakah dalam memilih media guru menyesuaikan waktu persiapan dan penggunaan mediana?</li> <li>• Apakah guru memilih media yang disesuaikan dengan tingkat pemahaman siswa?</li> <li>• Apakah guru menyesuaikan pemilihan media dengan karakteristik siswa?</li> <li>• Apakah guru memilih media yang berbasis teknologi?</li> </ul>
<p>How does the teacher implement instructional media in teaching English with <i>Kurikulum Merdeka</i> at the seventh grade students of SMP Muhammadiyah PK Kotabarat Surakarta in the Academic Year 2022/2023?</p>	<ul style="list-style-type: none"> <li>• Bagaimana guru mengimplementasikan media dalam pembelajaran Bahasa Inggris di kurikulum merdeka?</li> <li>• Bagaimana guru mempersiapkan media sebelum pembelajaran dimulai?</li> <li>• Apa saja media yang guru gunakan untuk menjelaskan materi?</li> <li>• Apa saja media yang guru gunakan untuk memberikan tugas kepada siswa?</li> <li>• Bagaimana guru menggunakan media untuk mendukung pembelajaran berdiferensiasi?</li> <li>• Bagaimana guru menggunakan media untuk mendukung student centered learning? Apa saja aktivitasnya?</li> <li>• Bagaimana guru menggunakan media untuk mendukung proyek penguatan profil pelajar Pancasila (P5)?</li> </ul>



## APPENDIX 2 Verbatim Quotation

Informant	: English Teacher Mrs. Rizka Dian Permatasari
Date	: April, 14 <sup>th</sup> 2023
Place	: Room Ahmad Dahlan
<b>Data</b>	
Researcher	Sebelumnya Terima kasih ust atas waktu yang telah diberikan, dalam kesempatan ini saya akan melakukan interview terkait dengan hal-hal yang guru perhatikan dalam memilih Instructional media dan juga bagaimana guru menggunakan media dalam pembelajaran bahasa Inggris menggunakan kurikulum merdeka. Sebelumnya apakah ust sudah siap untuk saya interview?
Teacher	Baik Mbak, silahkan
Researcher	Baik ust yang pertama adalah terkait dengan pertimbangan guru dalam memilih media yang cocok untuk pembelajaran bahasa Inggris. Dalam memilih media kira-kira apa saja hal yang ust pertimbangkan ?
Teacher	Berapa pertimbangan ketika saya pribadi memilih menggunakan media tertentu jelas tujuannya apa dulu misalnya memang saya pengen oh ini anak-anak vocabnya kurang ya berarti saya sesuaikan kira-kira media apa yang bisa menambah vocabnya mereka memudahkan. Kemudian kalau memang oke ini vocab cukup, kemudian kita writing dulu deh biar tau anak-anak kira-kira bisa bikin descriptive text gak ni, jadi saya sesuaikan mungkin kemarin bisa pake Padlet itu, atau yang misalnya tanpa alat yaudah manual aja kemarin itu pakai sticky note atau kemarin saya pakainya origami paper yang bisa agak berwarna jadi mereka memang yaudah menulis manual aja.
Researcher	Baik us jadi yang pertama adalah kesesuaian media dengan tujuan pembelajaran ya ust. Kalau terkait dengan materi pembelajaran apakah ust juga memilih media yang bisa mendukung materi ust? Misalnya pemilihan media untuk materi descriptive text.
Teacher	Ya pasti. Jadi kalau misal tadi dalam materi describing Places, yaudah kita berikan visualisasi yang real anak-anak atau minimal yang dekat dengan mereka misalnya di Solo nih ada tempat apa gitu, kalau misalnya kita agak kesulitan misalnya cari apa namanya visualisasi gambar-gambarnya itu, ya udah kita cari yang udah, kalau saya pribadi ada ya kalau misalnya materi bahasa Inggris itu kalau yang di Google untuk worksheet nya sekalipun sekalipun itu ada gitu, jadi memang kita cari tempat-tempat yang memang gambarnya ada, kemudian mereka bisa membayangkan oh ini tempat ini tuh kayak gimana sih misalnya hotel oh mereka udah tahu, misalnya oh mungkin ada beberapa tempat misalkan kayak

	<p>fire engine misalnya kayak "gimana sih us tempatnya", nah kita kasih gambar, "Oalah ini yang pemadam kebakaran ya us", ya jadi memang visualisasi itu membuat mereka tau, misalnya enggak tahu bahasa Inggrisnya tetapi dengan media itu oh jadi tau yang dimaksud itu tu itu.</p>
Researcher	<p>Kalau dalam kemudahan mendapatkan media itu us bagaimana? Mungkin dari segi ketersediaan media di sekolah itu, us mempertimbangkan itu tidak?</p>
Teacher	<p>Sebenarnya kalau di sekolah itu tidak ada media yang disiapkan oleh sekolah, kayak misal gambar-gambar itu enggak ada, tapi kalau misalnya oke pengenalan tempat kita bisa kunjungi misalnya oke kita eee up stair yuk ke lantai 2 kita lihat ada room apa aja bisa, misalnya ruang-ruangan, tapi kalau misalnya building di luar ada factory Ada apa dan sebagainya sekolah enggak ada materinya jadi sebagai guru yang memang kita harus provide sendiri kita udah bisa pakai apa namanya, perlengkapan dari sekolah misal printer, mau di laminasi juga sudah ada jadi biar gambarnya lebih kokoh, kemudian untuk pakai proyektor dan lain sebagainya juga setiap kelas pun sudah ada, memang tidak disediakan sekolah tetapi dari gurunya sendiri yang menyediakan sendiri. Kadang saya juga harus request ke kepala sekolah misal izin ustadz saya mau beli media ini, saya beli mainan bayi yang itu lho mbak kayak marakas icik-icik itu, itu saya beli dulu, jadi kayak buat bell mereka, terus papan kecil itu saya juga beli, kalau media media board game itu saya print kemudian saya request mesin laminating ke kepala sekolah juga Alhamdulillah dikasih, yaudah media saya lapsi itu biar awet lah. Ada juga dadu mainan saya bikin dari sterofom juga jadi harus cari lah istilahnya. Saya beli speaker juga portabel, karena di kelas tidak di sediakan kecuali pakai uang kas nya anak-anak, sekarang sih perkelas udah ada semua tapi saya sendiri juga sudah ada speaker.</p>
Researcher	<p>Kalau dalam kurikulum merdeka ini ada buku paket ya ust?</p>
Teacher	<p>kalau di kurikulum merdeka ini anak-anak kan pakainya buku Erlangga misal projek-projrk seperti itu, kalau saya lepaskan anak-anak udah kita fokus ke buku aja mereka lumayan agak bingung karena disana tidak ada misal materi ini ada rangkumannya kemudian bagaimana tidak ada. Misalnya materi ini tentang describing people, yaudah cuma ada gambar orang langsung teks soal tidak ada rangkuman materinya gitu jadi gurunya yang berperan kira-kira pas pelajaran itu menyelipkan medianya biasanya gimana biar anak anak tu paham, oh target language nya adalah ini, materinya tentang describing people, tapi medianya oh dibantu oleh guru tu ini. Jadi di buku itu hanya untuk latihan soal aja sih mbak. Udah ini materi udah paham, di buku ada latihan soal</p>

	yaudah kita coba di buku kita kerjakan, mau tambah vocab yaudah kita cek ada kata-kata sulit ga misalnya.
Researcher	Baik ust, selanjutnya apakah ust juga mempertimbangkan skill yang ust miliki dalam memilih media yang akan digunakan?
Teacher	Ya, jadi ketika memang ada teman yang sudah pernah menggunakan media tersebut berarti kita juga bisa gitu, jadi kita tanya sama teman mungkin kayak dulu itu sebelum saya tahu itu sudah ada teman yang sudah pakai di kelas lain, misalnya di mapel yang beda. Saya tanya misalnya oh ini gimana pakainya, saya latihan dulu, kemudian kayaknya bisa nih di eksekusi. Kemudian saya sesuaikan dulu juga dengan anak-anak, misalnya bisa dipakai kira-kira nanti dieksekusi di kelasnya gimana nih, support alatnya ya pasti mereka harus butuh pakai laptop atau pakai HP nah itu kira-kira memungkinkan atau tidak. Jadi memang harus tahu dulu saya ada kemampuan, mungkin tidak yang harus pro banget lah istilahnya tidak semua fitur-fitur yang ada semua kita gunakan ya tapi yang basic aja kita bisa gunakan. Misal anak-anak udah bisa menulis di sana, ya udah berarti sudah cukup. Kalau saya lebih lebih memilih variasi medianya daripada kita hanya fokus satu tapi itu terus misalnya kita udah pro di sana tapi enggak mencoba media lain.
Researcher	Dalam memilih media apakah ust juga menyesuaikan kemampuan siswanya juga?
Teacher	Kalau siswa itu memang rata-rata bisa sih Mbak, maksudnya anak-anak sekarang itu dengan dekat ya dengan digital jadi beda dengan jaman saya dulu. Misalnya kemarin ada tugas bikin vlog kayak gitu, saya pribadi misalnya dulu waktu SMP tuh enggak bisa yang video editing, kalau anak-anak sekarang tuh malah jarang yang enggak bisa, misalnya enggak bisa ngedit gitu. Ya udah akhirnya kemarin tanpa saya harus memberikan tutorial cara editing video mereka udah tahu caranya. Tugasnya ini udah pokoknya gimana caranya nanti videonya kamu bikin vlog keliling kota Solo atau kakak dan nanti saya lihat hasilnya itu juga udah bagus-bagus. Kalau aplikasi-aplikasi kayak padlet, quizizz gitu memang pertama kali harus saya kenalkan dulu ke anak-anak, kemudian bagaimana menggunakannya, sambil kita jelasin sambil mereka praktekan.
Researcher	Kalau pakai aplikasi gitu apakah sekolah mengizinkan untuk membawa HP ust?
Teacher	Jadi kalau di sekolah itu kayak laptop dibutuhkan, misalnya kita butuh kita minta izin ke kurikulum ke kepala sekolah untuk hari ini khusus kelas misalnya kelas A B pakai HP untuk pembelajaran ini boleh atau tidak gitu bisa, tapi nanti tetap ada prosedurnya. Nanti

	<p>izin kami sampaikan umumkan di grup-grup orang tua, grup siswa. Kemudian prosedur nanti ketika sampai sekolah HP sudah harus dikumpulkan dulu yang bertanggung jawab guru yang mapelnya itu, kemudian nanti waktu pembelajarannya ya udah kita bagikan, selesai kita kumpulkan kembali. Jadi anak-anak memang tidak boleh pegang di luar jam pembelajaran.</p>
Researcher	<p>Jadi dalam memilih media juga mempertimbangkan media yang dimiliki siswa ya ust seperti laptop atau HP?</p>
Teacher	<p>Jelas, pasti saya tanyakan dulu kira-kira kesediaan atau misalnya mereka bisa membawa entah itu laptop atau HP atau tidak sebelum saya menggunakan medianya. Dan sebenarnya untuk penggunaan laptop sendiri ini insyaallah untuk anak-anak masing-masing sudah punya semua karena dari awal mereka masuk sekolah di SMP ini sudah kami informasikan ke orang tua siswa bahwa nanti laptop itu akan lumayan sering digunakan. Satu, jelas untuk ujian, nah yang kedua itu bisa juga digunakan dalam kegiatan literasi. Jadi setelah anak-anak mengikuti kegiatan seperti field trip atau kegiatan yang lainnya nah itu nanti biasanya kita minta anak-anak untuk membawa laptop ke sekolah, nanti mengadakan kegiatan literasi mengetik langsung seperti itu. Dan itu tentu saja memudahkan guru-guru misalnya itu nanti membutuhkan alat untuk mendukung pembelajaran nanti tinggal janji aja tinggal siswanya mau butuh bawa laptopnya kapan, nah itu insyaallah anak-anak sudah siap gitu. Dan walaupun ada yang laptopnya bermasalah atau mungkin sedang digunakan orang tuanya, itu biasanya dibantu oleh ustadz/ustadzah wali kelasnya atau team kelasnya.</p>
Researcher	<p>Bagaimana ust menyesuaikan waktu yang tersedia untuk menyiapkan dan menggunakan media?</p>
Teacher	<p>Kalau media-media beberapa misalnya ada yang dulu tahun sebelumnya sudah pernah di pakai berarti udah enak ini maksudnya oh udah ada ada tinggal pake aja atau mungkin kalau memang ada yang kurang nih atau misal jumlah siswanya tambah banyak kemarin saya harus bikin dice dadu itu jumlahnya dikit aja sekelas itu paling cuma empat, ini saya harus sediakan 6 atau 7 jadi itu memang harus menyiapkan dan meluangkan waktu sendiri. Saya itu jadi minusnya itu kelemahannya disitu, kita mau bikin media pun juga harus oh ini buat Materi kapan, kira-kira udah ada medianya atau belum terus persiapannya juga harus disiapkan juga. Kalau dalam penggunaannya ya biasanya kalau waktunya terbatas ya saya pakai video atau PPT tapi kalau waktunya masih banyak untuk materi ini saya pakai untuk games. Tapi sebenarnya kalau pembelajaran itu di setiap materi paling tidak saya adakan games,</p>

	<p>entah mungkin di pertemuan kedua atau keberapa tinggal disesuaikan waktunya.</p>
Researcher	<p>Bagaimana ust menyesuaikan pemilihan media dengan karakteristik siswa?</p>
Teacher	<p>Memang tipenya ini kan mereka tidak suka yang cuman kaya model ceramah atau misalnya kita udah play video, tonton, rangkum itu nggak masuk mereka, jadi gampang Lost fokusnya gitu kalau anak-anak itu. Dan juga anak anak ini kan SMP nature nya masih suka bermain jadi kadang saya wah ini materinya apaya cari games apa lagi ya kaya gitu jadi memang harus meng-upgrade sendiri ini kira kira games yang baru yang belum pernah dimainkan apa. Jadi gimana caranya kita bisa pilih dan gunakan media agar pembelajaran itu jadi menyenangkan tidak hanya misal pakai media itu itu saja.</p>
Researcher	<p>Kalau terkait dengan students learning style yang berbeda-beda itu bagaimana cara guru memilih medianya ust? Mungkin juga ada keterkaitannya dengan pembelajaran berferferensiasi dalam kurikulum merdeka.</p>
Teacher	<p>Kurikulum merdeka itu sebenarnya yang kalo dalam istilah pembelajaran berdeferensiasi itu yang digadang-gadang dalam kurikulum merdeka itu lumayan susah mba bagi saya sendiri untuk diaplikasikan, karena berdeferensiasi itu different ya maksudnya kita harus tahu karakter anak itu seperti apa, maksudnya ini si tipe anak kinestetik ada yang audiovisual, ada visual misalnya, kalau harapannya pembelajaran diferensiasi itu kita harus memfasilitasi masing-masing, misalnya anak audio kita harus dikelompokkan ini si anak audio kita tontonkan video mungkin hanya audio nya, mereka menyimak dengan aktivitas sendiri. Si anak kinestetik kita misal oke praktek coba amati sekitar, nah itu kan guru harus menyiapkan beberapa skema untuk beberapa model pembelajaran. Nah saya sudah mencoba sekali aja itu prepare nya lumayan banyak mba jadi itu laptopnya saya harus pinjem temen jadi ada 3 laptop untuk memfasilitasi anak-anak yang memiliki perbedaan learning style ini. Jadi saya masih susah untuk diterapkan, jadi sejauh ini yaudah intinya materinya apa, kemudian lebih memaksimalkan untuk mencapai target skillnya mereka. Pasti satu kelas itu ada yang memiliki learning style yang beda-beda dan kinestetik ada yang audio ada yang visual, jadi oke kita tampilkan video berarti tipe anak visual bisa mewakili. Kemudian ada yang kita dengerin musik nih oh berarti si anak yang auditory bisa. Kemudian kita ada games ada class interview yang siswa harus muter atau apa oh berarti sih anak kinestetik bisa terwakili.</p>

Researcher	Kalau dari segi kemampuan Bahasa Inggris siswa kelas tujuh sendiri apa juga harus disesuaikan us?
Teacher	Iya harus saya sesuaikan ya dengan kemampuan Bahasa Inggris anak-anak. Misalnya untuk listening saya pernah kasih aktivitasnya yang mendengarkan lagu yang missing lyric itu, kemudian yaudah anak-anak mendengarkan. Saya belum masuk yang teks ya misalnya ada deskriptif teks bentuknya listening gitu kayaknya anak-anak nangekepnya lumayan susah gitu. Masih sebatas video saja. Video Bahasa Inggris aja mereka masih kayak meraba-raba ini apa maksudnya.
Researcher	Untuk mengetahui karakteristik siswa itu bagaimana ust? Mungkin melalui observasi atau apa?
Teacher	Terkait mengetahui karakteristik siswa itu biasanya satu dari observasi dari mengajar kira-kira kesehariannya seperti apa itu mungkin dari kegiatan baik individu maupun secara berkelompok itu kurang lebih bisa terlihat kira-kira karakteristik si anak itu seperti apa, kemudian diskusi juga dengan guru mata pelajaran yang lain kira-kira kalau di pelajaran ini, itu si A bagaimana sifatnya atau ciri-cirinya.
Researcher	Baik ust, selanjutnya dalam kurikulum merdeka itu juga pemerintah mendorong untuk penggunaan technology based media ya ust, nah untuk ust sendiri apakah dalam memilih media juga memilih yang berbasis teknologi?
Teacher	Ya jelas, jadi di kelas masing-masing sudah kita ada proyektor, ada LCD speakernya juga sudah ada setiap kelas itu yang basicnya, kemudian untuk yang aplikasi aplikasi tambahan itu sekolah kita ada yang namanya PK learning. Jadi misal ada materi hari ini kita mau sampaikan ke anak nanti bisa disampaikan kapanpun atau terjadwal, misalnya oh materi ini diakses di tanggal sekian jam sekian itu kita bisa tarun di PK learning. Kemudian untuk yang lainnya beberapa aplikasi yang ada di online itu ada juga kita bisa video YouTube, kemudian WhatsApp itu saya hanya untuk paling mengingatkan ya misal besok ada yang harus dibawa dari rumah misal kayak ini anak-anak membawa gambar hewan peliharaan ya itu paling saya mengingatkan di grup bisa di grup students, kemudian ada Wordwall, Quizizz ada Kahoot, Padlet terus Educandy saya pernah pakai juga.
Researcher	Kemendikbud ini juga menyediakan platform namanya portal rumah belajar ya ust, kalau dari ust sendiri apakah memakai platform ini untuk pembelajaran?
Teacher	Sebenarnya belum pakai maksimal untuk belajar, kemarin sempat saya browsing untuk materinya mungkin ada beberapa yang

	belum variatif jadi memang sebenarnya dari Kemendikbud menyediakan tetapi saya lihat belum, misalnya kalau buat anak untuk ngikuti banget masih kurang kena, istilahnya belum begitu bisa mendorong minat belajarnya jadi saya rasa belum maksimal untuk saya gunakan platformnya.
Researcher	Dari pemilihan media pembelajaran apakah ada perbedaan ust antara kurikulum merdeka dengan kurikulum sebelumnya?
Teacher	Emm pemilihan media sebenarnya kalau saya pribadi tidak terlalu pengaruh ke kurikulumnya karena memang dari dulu saya itu preference nya kalau ngajar memang media itu utama jadinya memang buku itu yang nomer kedua lah istilahnya. Jadi media meskipun kurikulum k13 saya gunakan banyak media juga kemudian yang kurikulum merdeka ini saya tambahkan lagi, pasti kan ada update informasi. Misalnya oh ini ada platform baru misalnya ada aplikasi baru bisa menambah lah istilahnya. Karena tiap berkala itu memang ada hal baru yang bisa saya pelajari kemudian saya coba terapkan di kelas.
Researcher	Baik, selanjutnya kita beralih ke implementasi atau penggunaan instructional media untuk mengajar Bahasa Inggris. Mungkin yang pertama adalah persiapan media sebelum memulai pembelajaran
Teacher	Oke pertama kita tahu dulu di kelas ini pelajarannya apa, oh misal describing animal medianya yang kira kira akan saya gunakan ya siapkan saya taruh di ruang saya, maksudnya itu di kelas 7c di belakang itu, jadi saya kumpulkan oke ini apa apa saja memang saya taruh di tas yang saya tenteng ke tiap kelas maksudnya, pasti membawa suatu itu. Udah kemudian kalau memang media itu belum ada berarti memang saya harus buat, kalau ngga misal waktunya benar-benar mepet saya harus ganti plan misalnya gunakan media yang tidak perlu butuh waktu untuk membuatnya misalnya buat yang online tetapi kita bisa mix atau intregasikan di kelas itu mungkin tampilan online nya seperti apa kemudian anak-anak bisa interaksi itu seperti apa.
Researcher	Kalau dalam persiapan itu adakah kendala yang dialami ust?
Teacher	Oh iya ada, jadi kebetulan saya di kelas 7A itu yang kabel HDMI PCI-e nya itu tidak tau ini di laptop saya kadang langsung bisa, kadang harus dicopot dulu dicolokin lagi kaya gitu. Memang meskipun sudah dipersiapkan memang kalau kita persiapan katakanlah saya di kelas 7A jam ketiga ngajar, kemudian oh apakah sebelumnya saya persiapan di kelas 7A? tidak, karena tidak ada jam mengajar satu, kemudian nggak mungkin juga kalo misalnya kita mengganggu guru yang mengajar di jam kedua terlebih dulu, jadi tetep mau prepare nya itu hal yang lucky keberuntungannya saya

	mba, ini kadang bisa langsung konek kadang harus dimatiin dulu nyalain, dicopot terus pasang lagi, tapi sejauh ini masih bisa teratasi. Kalau kendala yang lain aman sih mba, mungkin kalau ada yang ketinggalan paling juga cuma di kelas seperti itu nanti bisa minta tolong anak volunteer, sambil saya persiapkan LCD.
Researcher	Baik us, selanjutnya pada proses mengajar itu implementasi medianya seperti apa ust? Misalnya untuk menjelaskan materi biasa menggunakan media apa saja?
Teacher	Media untuk materi, jadi ada yang bentuknya board game, jadi papan permainan itu yang saya laminasi, kemudian bisa yang kaya tadi dadu, ada papan tulis kemudian power point hampir jdi istilahnya kebutuhan wajib ya setiap materi ada biasanya powerpoint, kemudian video yang dari YouTube, kemudian ya beberapa platform yang lain mungkin kuis-kuis kaya gitu. Biasanya powerpoint tetapi tidak utama, hanya membantu biasanya untuk materi seperti ini mungkin anak anak perlu merangkum atau apa kalau memang misalnya kebetulan mati lampu atau apa ya paling harus istilahnya ngalahin nulis dipapan tulis kaya gitu. Karena memang kalau anak anak ni ingatannya kan memang takutnya kan udah sambil lalu aja kalau tidak mereka catat itu takutnya nanti orang tua juga membantu mendampingi belajar mereka jadi di sekolah tadi belajar apa, minimal ada catatan orang tua bisa membantu lah, bisa didampingi belajarnya.
Researcher	Kalau media untuk memberikan tugas apa saja ust?
Teacher	Media yang pernah saya gunakan untuk mengumpulkan tugas ada yang bentuknya paper kemudian ada juga kemarin yang bentuknya itu video, kemudian video itu kemarin dikumpulkannya tidak ke WhatsApp tetapi menggunakan google form, jadi mereka upload dulu ke salah satu sosial media, mereka milih mau YouTube, Instagram atau TikTok. Kemudian kirim link videonya ke google formnya itu, di PK Learning juga disana anak-anak latihan soal. Misalnya saya attached link quizizz atau apa gitu jadi biar ga bilang, kalau lewat wa kan takutnya ketimbun. Kalau di platform LMS sekolah itu kan setiap mapel ada. Oh ini pai, ini matematika, ini Inggris gurunya siapa gitu ada, jadi mereka tidak tertimbun dengan yang lain gitu.
Researcher	Dalam implementasi kurikulum merdeka ini masih menggunakan student centered learning ya us, dalam mengajar apakah ust menggunakan metode ini ust?
Teacher	Ya, jadi budaya sekarang itu bukan lagi guru aktif terus-terusan ngomong ya, meskipun juga tetep ada porsinya saya setiap meeting tu ada jatahnya ngomong karena untuk deliver materinya ini seperti



	<p>apa gitu, memastikan bahwa ini loh materinya kita seperti ini, memahamkan, kemudian nanti baru yang istilahnya saya 30-40% sisanya mereka praktek gitu misal instruksi saya sampaikan, oke kita ngapain, kemudian mereka gerak sendiri, kaya tadi di hall mereka gerak sendiri mendeskripsikan hewan, yaudah modalnya catatan sendiri temen-temennya yang nebak, mereka gak tau mereka yang tanya ke saya, us gini misalnya leher panjang itu apa misalnya, rambut singa itu apa us gitu jadi mereka sendiri yang bertanya. Jadi bukan saya yang gimana atau apa, saya cukup memonitor oh ini jalan yaudah aktivitas nya mereka sudah bisa. Termasuk misalnya aktivitas diskusi kelompok di kelas itu misalnya kita perlu yang agak serius, yang tadi kan bentuknya games, yang lain misalnya yang lebih fokus gitu ada latihan soal, kelompokkan yaudah mereka yang diskusi sendiri ni. Biasanya untuk pembentukan kelompokpun saya juga usahakan ada yang misalnya anak anak yang lebih paham misalnya gitu saya bagi rata jadi biar dia menjadi fasilitator nya di setiap kelompoknya gitu. Ketika misal oh ya udah stuck nih gabisa lagi baru mereka paling tanya ke saya gitu.</p>
Researcher	<p>Bagaimana penggunaan instructional media untuk mendukung projek penguatan profil pelajar Pancasila atau P5 dalam pembelajaran Bahasa Inggris?</p>
Teacher	<p>Iya jadi kalau untuk yang bahasa Inggris itu projects p5 ya ini, itu kita ada juga yang tidak dilaksanakan sendiri jadi kaya modelnya bersinergi dengan mapel yang lain, ya itu dilaksanakannya ketika diluar jam pelajaran, misalnya kemarin sempat ada yang namanya gelar karya itu ada beberapa karya misal bahasa Inggris gitu bisa ditampilkan. Atau video-video mereka kaya gitu itu juga bisa diputar ditonton temen-temen yang lain. Yang historical building itu kemarin juga sempat kami share grup orang tua juga, jadi orang tua bisa ikut menyimak hasil karyanya anak-anak ni projects nya itu yang dibuat, karena orang tua juga kan yang mendampingi, ni seperti apa hasilnya anak-anak nah orang tua bisa menyimak.</p>
Researcher	<p>Kalau dalam project based learning bagaimana ust?</p>
Teacher	<p>Ya jadi kalau project kan waktunya lebih lama jadi memang dari awal semester sudah saya infokan di bulan ini kita ada kegiatan apa, bulan berikutnya apa nah ini projek nya sudah saya infokan dari awal, meskipun belum detail, maksudnya mereka belum dapat materinya tapi pas udah mendekati mau pelaksanaan projek itu oke materinya saya sampaikan tentang mendeskripsikan tempat nah itu baru mereka ada projek based learning nya.</p>

Researcher	Bagaimana ust mengukur pemahaman siswa terhadap materi yang telah diajarkan dengan media?
Teacher	Jadi saya untuk mengukur atau mengetahui pemahaman siswa terkait materi itu biasanya dari pengecekan dulu misal sambil menyampaikan materi saya cek random misal ini kira-kira si A B C bisa menjawab atau tidak, paham atau tidak. Kemudian ketika diskusi kelompok bisa juga saya tanyakan juga ke anak-anak tersebut kira-kira mereka sudah memahami materi atau belum. Dan tugas itu juga menjadi salah satu tolak ukurnya ya kalau untuk tugas individu. Jadi pasti ketika kita memberikan tugas atau ulangan itu si A B C ini kira kira pemahamannya sejauh apa.
Researcher	Adakah perbedaan dalam pembelajaran Bahasa Inggris menggunakan kurikulum merdeka dengan kurikulum sebelumnya?
Teacher	Kalau untuk yang di kurikulum merdeka ini anak-anak lebih banyak yang aktif ya, dari pemilihan materi juga saya sesuaikan juga, tidak melulu apa yang disepakati oleh MGMP seperti dulu kurikulum 2013 itu kita gunakan semua tidak, tapi yang kita rasa di sekolah ini kita butuh kita dari guru bisa memilih materinya itu. Kemudian ee termasuk ujian atau test itu kita tidak lagi tergantung dengan yang lain. Jadi yaudah kita bisa menyesuaikan sendiri materinya mau diselesaikan dua Minggu atau berapa bulan kita yang ngatur, ujiannya yaudah sesuai dengan materi yang kita sampaikan ke anak-anak dan anak-anak mungkin juga lebih banyak proyeknya ya jadi secara ga langsung jadi lebih aktif misalnya mungkin pemahamannya belum maksimal tapi setidaknya dengan belajar mandiri tadi anak anak kan ada ketertarikan dulu dengan materi bahasa Inggris ini. Kemudian penggunaan Instructional media anak bisa lebih enjoy di kelas.
Researcher	Baik, mungkin cukup untuk interviewnya, terima kasih banyak atas waktu dan kesediaannya ust.
Teacher	Sama-sama Mbak.

**APPENDIX 3 Observation Field Note**

<b>The first observation</b>
Teacher : Mrs. Rizka Dian Permatasari Date : April, 4 <sup>th</sup> 2023 at 12.40 – 13.20 WIB Class : 7B Material : Describing Place Instructional Media: laptop, LCD Projector, Microsoft Word, YouTube video
1 lesson hour (40 minutes)
<p>The teacher entered the classroom. The teacher preparing laptop, LCD projector and speaker. When the instructional media ready, the teacher open the lesson by greetings. The teacher checks students attendance, who is absent today.</p> <p>The English teacher displays Microsoft Word using LCD projector to explain the project mini vlog visiting and describing a historical building in Solo. Previously the students had chosen which place they want to visit and describe. The teacher conveys several rules that students must follow to finish this project. The deadline is two weeks after teacher gives this project. The teacher gives students 3 social media options to upload the video. Students can choose to upload their video on YouTube, Instagram or Tiktok. The teacher used Google form as media for collecting video links and text describing places. The teacher shares the Google form link on the class WhatsApp group, so students can access and submit assignments when they are at home.</p> <p>After giving a mini vlog project, the teacher opens YouTube and plays one of the sample videos describing places that the teacher has prepared beforehand. The teacher uses loudspeakers so the audio sounds clearer. After watching an example video.</p> <p>At the end of the lesson the teacher gives an overview of what students will learn in the material describing places in the next meeting. And the teacher closed the lesson by greetings</p>

<b>The second observation</b>
<p>Teacher : Mrs. Rizka Dian Permatasari  Date : April, 5<sup>th</sup> 2023 at 07.30 – 08.50 WIB  Class : 7B  Material : Describing Place  Instructional Media: laptop, LCD Projector, speaker, board, video material.</p>
2 lesson hour (80 minutes)
<p>The teacher entered the classroom. The teacher preparing laptop, video material, LCD projector and speaker. While preparing the media the teacher asked students to switch seats, male students were told by the teacher to sit in front. Furthermore, the teacher opens the lesson by greeting. The teacher tells the students to pick up the trash around them. After that the teacher checks the attendance of students. The teacher also gives advice to students such as “<i>Jaga kesehatan</i>, don't stay up late.” Then the teacher asks the students what they learned in the previous meeting.</p> <p>Next, the teacher displays video on the screen. The teacher use video that sourced from YouTube. The video contains the social Function of descriptive text describing place, text structure, and language features. The teacher displays the video using LCD projector. The teacher uses speaker to make the audio video can be heard clearly. While showing the video, the teacher often pauses the video and gives more explanation to students by writing important points using whiteboard, the teacher uses colored markers (blue, red, black). Students watch the video, listen teacher’s explanations and take notes.</p> <p>After organizing students to study, the teacher guides group investigations by deviding students into several groups to do exercise. One group contains 3 students. Students join into their groups and make a circle, then the teacher gives papers containing questions and worksheets for each group (see appendix 4: Picture 4.11). Students fill the blanks in the descriptive text (describing place). Students fill it in with <i>to be, there is/there are, +s/es or not</i>. The teacher walks around to monitoring students (see appendix 4: Picture 4.12). The teacher collected students’ worksheets when lesson time is over. Then teacher closes the lesson by reciting Hamdallah and greetings.</p>

<b>The third observation</b>
<p>Teacher : Mrs. Rizka Dian Permatasari  Date : April, 6<sup>th</sup> 2023 at 10.30 – 11.10 WIB  Class : 7B  Material : Describing Place  Instructional Media: laptop, LCD Projector, speaker, video material.</p>
1 lesson hour (40 minutes)
<p>The teacher entering the class, the teacher prepares material from Microsoft Word, laptop and LCD projector. After that, the teacher opened the lesson by greeting and checking the attendance of the students.</p> <p>The teacher reminds about the mini vlog project; the teacher tells that some students haven't sent the mini vlog video. The teacher asks students if there are any obstacles experienced in making the project, the teacher gives students the opportunity to ask about the mini vlog project.</p> <p>Next, in main activity the teacher displays a Microsoft Word that contains direction vocabulary using the LCD projector (see appendix 4: Picture 4.5). Sometimes the teacher questioning students randomly to translate and read the direction vocabulary (North, East, South, West) from English to Indonesian. Next, the teacher displays the material on the screen which contains the phrase for Asking direction: Where is .... (Place)? Excuse me, could you tell me where .... is? Etc. And giving direction vocabularies: go straight, turn left, T-junction, crossroad, etc. Next, the teacher explains vocabulary about prepositions of place: across, between, in front of, etc. Students pay attention to the teacher while taking notes, the teacher goes around to check students. After that the teacher displays a map picture on the screen, the teacher gives an example of how to give direction based on the map picture on the screen.</p> <p>At the end of the lesson the teacher informs students to send student photos and send them to the Google Drive for the next material (describing people). The teacher will share the google drive link on the WhatsApp group. Then the teacher closes the meeting by reciting Hamdallah and greetings.</p>

### The fourth observation

Teacher : Mrs. Rizka Dian Permatasari

Date : April, 7<sup>th</sup> 2023 at 07.30 – 18.50 WIB

Class : 7B

Material : Describing Place

Instructional Media: laptop, LCD Projector, printed picture, PowerPoint

2 lesson hour (80 minutes)

The teacher entering the class. The teacher brings instructional media laptop and printed picture (map). The teacher prepares laptop and LCD projector. The teacher opened the lesson by greeting. The teacher gives students motivation because students look tired and sleepy. After that the teacher checks the attendance of students.

In the main activity the teacher invites students to play students into 6 groups (Groups A, B, C, D, E and F). The teacher explains the procedure for the giving direction game. The teacher gives printed pictures (map picture) to each group (see appendix 4: Picture 4.7). The teacher prepared a board for 6 groups as a media to write answers. The teacher organizes each group to form a circle and prepares paper. After everything is ready, the teacher starts and asks questions like "I'm in the front of Jim's Gym, how to get to the Bings Cafe?". Students directly discuss with their groups and write answers on paper, then one of the group member comes forward to write answers on the board (see appendix 4: Picture 4.8). The teacher pays attention and gives the serial number according to the order in which the group finished answering. Then the teacher and students repeat the above process with different questions. Members of each group must also take turns. After all questions answered. The teacher checks students' answers and gives them points. The teacher gives points 1-10 according to the completeness and accuracy of the students in giving direction. Because this game answers quickly, the group that answers the fastest +6 points, the second place answers +5 points, and so on. The teacher totals student points result and announce the winner. After the game is over, each group collects the results of the work written on paper to the teacher. Students return to their seats.

After playing giving direction games, The English teacher gives individual assignments about giving direction using PowerPoint slides. The teacher displays PowerPoint which contains a map picture and 2 questions. The teacher gives 2 questions: 1) Public library to Walker's Drugstore, and 2) Walker's Drugstore to Clifford Hotel. Students are asked to give direction according to the questions. Students answer the questions in their books. Students who have finished the assignment is going forward one by one and read their answers while the teacher correcting and giving score.

<p>Because the limited time the teacher continues to correct students answer in the next meeting. Teacher close the lesson by reciting Hamdallah and greetings.</p>
<p><b>The fifth observation</b></p>
<p>Teacher : Mrs. Rizka Dian Permatasari  Date : April, 12<sup>th</sup> 2023 at 07.30 – 18.50 WIB  Class : 7B  Material : Describing Place (adjective game), Describing People  Instructional Media: flashcard, laptop, LCD Projector, PowerPoint, board, real object.</p>
<p>2 lesson hour (80 minutes)</p>
<p>The teacher entering the class. The teacher opens the lesson with greetings. After that the teacher checks students' attendance. Teacher gives motivation to students. And the teacher reminds students who haven't sent the photo for games in the next material (describing people).</p> <p>Before entering the material describing people the teacher invites students to play an adjective game. Students are divided into 4 groups. After that the teacher and students go to the school hall. Adjective game conducted in the school hall because it requires a large space. The teacher gives flashcards, each group gets flashcards with the color that matches their group's name (pink, yellow, blue, green) and each group gets 40 adjective words (bright, narrow, old, crowded, dark, colorful, fun, noisy, etc.). Each group arranges flashcards on the floor then students line up according to their group. Next, the teacher explains the procedure for playing the adjective game. When everyone is ready, the teacher starts the game by saying one of adjective word in Indonesian, for example teacher says "Baru". Students discuss to think about the meaning of these words in English, then when the teacher says "Go!" Students who are in the front row run and look for the adjective 'new' on the flashcard. The fastest student who finds it immediately gives the card to the teacher while saying "new means baru" and the group gets a point. The teacher and students repeat the process until the game is over. And the winner is blue team. After the game is over, the teacher explains and redefines some of the adjective vocabulary, especially unfamiliar words. (see appendix: Picture 4.9)</p> <p>In the next lesson hour, the teacher moves to the material describing people. The teacher and student back to classroom to start learning, the teacher prepares a laptop, PowerPoint and LCD projector.</p> <p>The teacher displays the Powerpoint slide and Before explaining the material describing people, the teacher stimulates students by displaying a photo of someone with an LCD, one of the pictures is Selena Gomez, with the question "what do you think about her", students together try to describe about Selena Gomez, like she is beautiful, she has long hair, etc. Then the teacher explains the</p>

definition of describing people. Teacher give example of describing people text on the screen. After that teacher explain about part of body use PowerPoint and real object. The teacher explains a question and answer to describe physical appearance. The teacher gives more explanation about the material using board and the students take notes. (see appendix 4: Picture 4.6)

Teacher asked is there any material that students haven't understand. After that the teacher closed the meeting by reciting Hamdallah.



### The sixth observation

Teacher : Mrs. Rizka Dian Permatasari

Date : 13

Class : 7B

Material : Describing People

Instructional Media: laptop, LCD Projector, Google drive, students photos, video material.

1 lesson hour (40 minutes)

The teacher entering the classroom. The teacher organizes the class by asking students to switch seats. The teacher instructs students to prepare notebooks while the teacher prepares materials and LCD projectors. After the projector is ready, the teacher opens the lesson with greetings. After that the teacher checks student attendance.





The teacher with students review the last material about a question and answer to describe personality. After that the teacher continue explain material about adjective of personality. Teacher use board to give more explanation about the material. Students listen and take notes.

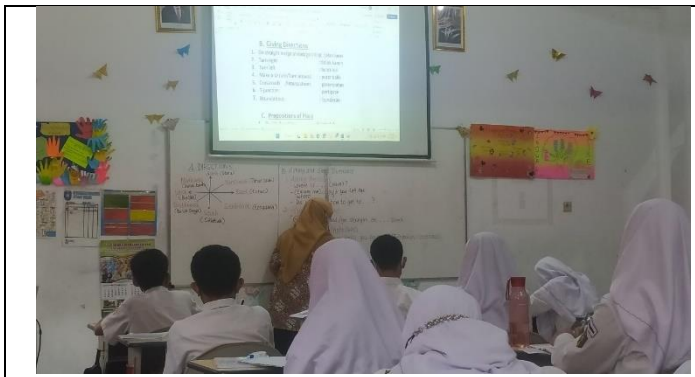
After the teacher finish explain material using. The teacher invites students to play guessing games. Using LCD projektor, the teacher displays a Google Drive folder that containing photos of Class 7B students. The teacher is assisted by students to prepare a place setting for games. there is one chair which is placed in front the class that facing the students, this chair is called Hot Seat. After everything is ready, the teacher explains how to play the guessing game. The teacher starts the game by inviting students one by one. Student who was called then sit on the Hot Seat. Then the teacher displays one of the photos of another friend. Student who sitting on the hot seat could not see the photo. The student who sitting in the Hot Seat must guess the name of student that teacher displays on the screen by giving 5 sentences describing people such as "It is a boy", "he wears glasses", "he is talkactive", etc. Other students responded by answering yes/no. The teacher gives a time limit of 3 minutes. If students can guess correctly, they will get points. (see appendix 4: Picture 4.15)

The game lasts until the lesson hour ends and will be continued in the next meeting. The teacher reminds students to bring laptops in the next meeting then teacher closed the lesson by reciting Hamdallah and greetings.

<b>The seventh observation</b>
<p>Teacher : Mrs. Rizka Dian Permatasari  Date : 14  Class : 7B  Material : Describing People  Instructional Media: laptop, LCD Projector, PowerPoint, video material.</p>
2 lesson hour (80 minutes)
<p>The teacher entering the classroom. The teacher prepares a laptop and LCD projector. After that the teacher opened the lesson by greeting. The teacher organizes the class by asking students to switch seats. In the first lesson hour in this meeting the teacher uses it to continue guessing games. And in the next lesson hour the teacher gives individual assignments to students to make descriptive text describing people.</p> <p>The teacher divides students into pairs. The teacher orally gives instructions to students to describe each other. Before students do the exercise, the teacher gives examples of text describing people using PowerPoint slides. The text created must fulfill 3 aspects: Introduction, physical appearance and personality. After that the students started making a descriptive text describing people. The teacher shares the Padlet link as a platform for students to submit their writing. The writing of the descriptive text that the students have made is also accompanied by a photo of the friend they are describing. Students use Instructional media laptops to access the Padlet. The teacher gives 30 minutes for students to finish the task. (see appendix 4: Picture 4.13)</p> <p>After the learning hour is over the teacher provides information about what will be done in the next meeting then closes the lesson by reciting Hamdallah and greetings.</p>

### APPENDIX 4 Photograph During the Observation

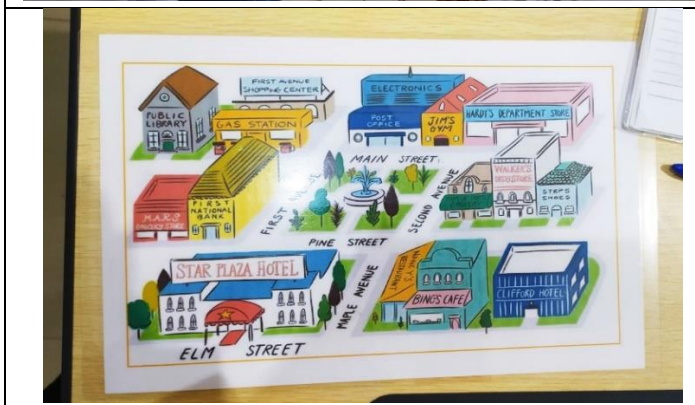
Data	Note
	<p><b>Picture 4.1</b> Teacher used laptop to prepare English materials or content that will be shown on the screen using LCD Projector</p>
	<p><b>Picture 4.2</b> Teacher used LCD Projector and screen to show the learning material, picture, or content</p>
	<p><b>Picture 4.3</b> Teacher used speaker to make audio can be heard clearly by all students</p>
	<p><b>Picture 4.4</b> Teacher used video and board to explain English material</p>



**Picture 4.5**  
Teacher used Microsoft Word and board to explain materials



**Picture 4.6**  
Teacher used PowerPoint and board to explain materials



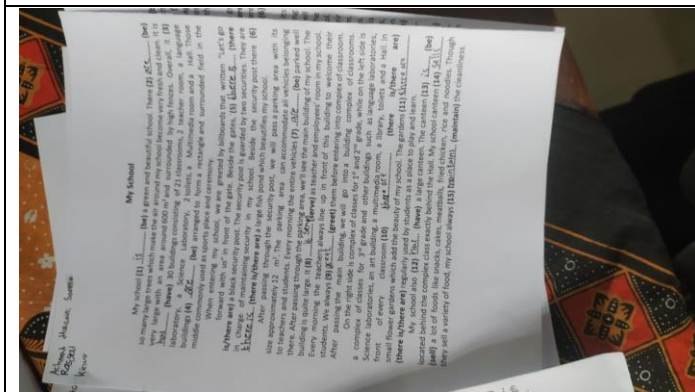
**Picture 4.7**  
Teacher used printed picture as media for Giving Direction Game



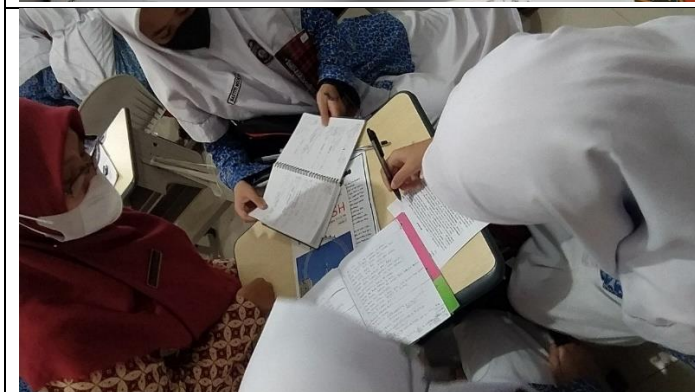
**Picture 4.8**  
Teacher used interactive board for game



**Picture 4.9**  
Students played Adjectives Game using flashcard



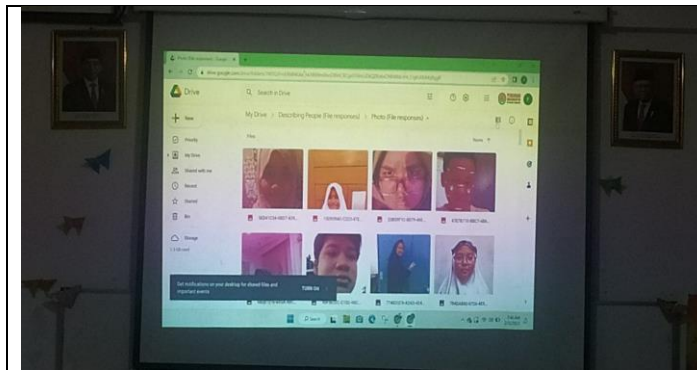
**Picture 4.11**  
Teacher used paper to give students exercise



**Picture 4.12**  
Students discussed in their group while being monitored by the teacher



**Picture 4.13**  
Students used laptop to write descriptive text describing people in Padlet

**Picture 4.14**

Teacher used Google Drive to collect students' photos

**Picture 4.15**

Teacher used students' photos in guessing game describing people

**Picture 4.16**

Teacher used YouTube to shows video mini vlog visiting and describing historical building in Solo that have made by the students.

**Picture 4.17**

The researcher interviewed the English teacher.

## APPENDIX 5 Documentation

### ALUR DAN TUJUAN PEMBELAJARAN (ATP)

Satuan Pendidikan : SMP Muhammadiyah Program Khusus Kottabarat Surakarta  
 Mata Pelajaran : Bahasa Inggris  
 Fase : D  
 Kelas : VII  
 Tahun Pelajaran : 2022/2023

#### Pengantar

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak berbicara, membaca-memirsa, dan menulis-mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda, dalam hal ini disebut sebagai lingkup keluarga dan kelas untuk kelas 7, lingkup kehidupan remaja untuk kelas 8, dan lingkup global untuk kelas 9.

Alur dan tujuan pembelajaran ini juga dilengkapi dengan penjelasan singkat di setiap tujuannya. Hal ini dimaksudkan untuk membantu mendekatkan konsep pembelajaran yang diharapkan. Alur dan tujuan pembelajaran ini tidak bersifat kaku dan mengikat, guru diberikan keleluasaan untuk mengembangkannya sesuai dengan kondisi dan kebutuhan kelas yang diajar. Oleh karena itu, jenis kegiatan yang dicantumkan pada bagian penjelasan singkat adalah bukan sebagai suatu hal yang wajib untuk diterapkan oleh guru, melainkan sebagai bantuan pilihan yang dapat diterapkan.

Alur dan tujuan pembelajaran ini disusun dengan format tabel dan diberikan penomoran di setiap tujuan pembelajaran untuk memudahkan kodefikasi dan penelaahan. Pada setiap bagiannya memuat *tujuan pembelajaran, perkiraan jam pelajaran, kata frasa/kunci, topik/konten, glosarium, dan penjelasan singkat*. Kesemua hal tersebut ditujukan untuk membantu guru mengembangkan ide-ide pembelajaran yang akan diterapkan di kelas.

### Rasional

Alur dan tujuan pembelajaran ini disusun berdasarkan pendekatan berbasis *genre*. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan *grammatical* semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

### Capaian Pembelajaran Fase D:

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

### Capaian Pembelajaran Fase D per Elemen Berbahasa

<b>Menyimak – Berbicara</b>	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
<b>Membaca – Memirsa</b>	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi



	spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
<b>Menulis – Mempresentasikan</b>	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

**Kelas 7**

Tujuan Pembelajaran	7.1 <b>Mengidentifikasi</b> konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	6 JP
Kata Frasa/Kunci	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna.</p> <p>Gagasan utama : Pikiran utama</p> <p>Informasi : Penerangan bagian terkecil</p> <p>terperinci : Teks yang disajikan dalam berbagai bentuk baik</p> <p>Teks multimoda : verbal, visual dan atau audiovisual.</p>
Penjelasan Singkat	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas mengidentifikasi konteks teks, gagasan utama, dan informasi terperinci.</li> <li>• Jenis aktifitas pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> <li>• Developing vocabulary</li> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Discussion</li> <li>• Etc.</li> </ul> </li> </ul>

<b>Tujuan Pembelajaran</b>	7.2 <b>Menjelaskan</b> konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
<b>Perkiraan Jumlah JP</b>	8 JP
<b>Kata Frasa/Kunci</b>	Menjelaskan konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
<b>Topik/Konten Inti</b>	Unsur kebahasaan teks
<b>Glosarium</b>	<p>Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna.</p> <p>Gagasan utama : Pikiran utama</p> <p>Informasi : Penerangan bagian terkecil</p> <p>terperinci : Teks yang disajikan dalam berbagai bentuk baik</p> <p>Teks multimoda : verbal, visual dan atau audiovisual.</p>
<b>Penjelasan Singkat</b>	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas memahami konteks teks, gagasan utama, dan informasi terperinci.</li> <li>• Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> <li>• Developing vocabulary</li> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Discussion, Etc.</li> </ul> </li> </ul>

<b>Tujuan Pembelajaran</b>	7.3 <b>Mengemukakan</b> ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
<b>Perkiraan Jumlah JP</b>	8 JP
<b>Kata Frasa/Kunci</b>	Mengemukakan ide, multimoda, lingkup keluarga dan kelas.
<b>Topik/Konten Inti</b>	Unsur kebahasaan teks
<b>Glosarium</b>	<p>Ide : Rancangan yang tersusun dalam pikiran, gagasan.</p> <p>Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
<b>Penjelasan Singkat</b>	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas mengemukakan ide dari berbagai ragam teks.</li> <li>• Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> <li>• Developing vocabulary</li> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Discussion, Etc.</li> </ul> </li> </ul>

<b>Tujuan Pembelajaran</b>	7.4 <b>Menggunakan</b> struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
<b>Perkiraan Jumlah JP</b>	8 JP
<b>Kata Frasa/Kunci</b>	Menggunakan struktur teks, unsur kebahasaan, multimoda, lingkup keluarga dan kelas
<b>Topik/Konten Inti</b>	Unsur kebahasaan teks
<b>Glosarium</b>	<p>Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan.</p> <p>Unsur kebahasaan : Unsur-unsur yang membangun sebuah Bahasa atau kalimat.</p> <p>Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
<b>Penjelasan Singkat</b>	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas menggunakan struktur teks dan unsur kebahasaan dari ragam teks.</li> <li>• Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> <li>• Developing vocabulary</li> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Arranging jumbled text</li> <li>• Discussion, Etc.</li> </ul> </li> </ul>

<b>Tujuan Pembelajaran</b>	7.5 <b>Menganalisa</b> struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
<b>Perkiraan Jumlah JP</b>	10 JP
<b>Kata Frasa/Kunci</b>	Menganalisa struktur teks, unsur kebahasaan, konteks teks, multimoda, lingkup keluarga dan kelas.
<b>Topik/Konten Inti</b>	Unsur kebahasaan teks
<b>Glosarium</b>	<p>Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan.</p> <p>Unsur kebahasaan : Unsur-unsur yang membangun sebuah Bahasa atau kalimat.</p> <p>Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
<b>Penjelasan Singkat</b>	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas menganalisa struktur teks, unsur kebahasaan, dan konteks.</li> <li>• Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Developing vocabulary</li> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Discussion, Etc.</li> </ul>
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<b>Tujuan Pembelajaran</b>	7.6 <b>Mengaplikasikan</b> struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
<b>Perkiraan Jumlah JP</b>	10 JP
<b>Kata Frasa/Kunci</b>	Mengaplikasikan struktur teks, unsur kebahasaan.
<b>Topik/Konten Inti</b>	Unsur kebahasaan teks
<b>Glosarium</b>	Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan. Unsur kebahasaan : Unsur-unsur yang membangun sebuah Bahasa atau kalimat. Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.
<b>Penjelasan Singkat</b>	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas mengaplikasikan struktur teks dan unsur kebahasaan.</li> <li>• Jenis kegiatan pembelajaran yang dapat diterapkan guru:               <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> <li>• Developing vocabulary</li> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Arranging jumbled text</li> <li>• Comparing text</li> <li>• Discussion, Etc.</li> </ul> </li> </ul>

<b>Tujuan Pembelajaran</b>	7.7 <b>Merancang</b> berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas
<b>Perkiraan Jumlah JP</b>	10 JP
<b>Kata Frasa/Kunci</b>	Merancang teks tulisan/lisan sederhana
<b>Topik/Konten Inti</b>	Unsur kebahasaan teks
<b>Glosarium</b>	Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.
<b>Penjelasan Singkat</b>	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas merancang teks tulisan/lisan sederhana.</li> <li>• Jenis kegiatan pembelajaran yang dapat diterapkan guru:               <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> <li>• Developing vocabulary</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Arranging jumbled text</li> <li>• Comparing text</li> <li>• Mind mapping</li> <li>• Making outline</li> <li>• Discussion, Etc.</li> </ul>
<b>Tujuan Pembelajaran</b>	7.8 <b>Memproduksi</b> berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
<b>Perkiraan Jumlah JP</b>	12 JP
<b>Kata Frasa/Kunci</b>	Memproduksi teks tulisan, lisan
<b>Topik/Konten Inti</b>	Unsur kebahasaan teks
<b>Glosarium</b>	Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.
<b>Penjelasan Singkat</b>	<ul style="list-style-type: none"> <li>• Fokus pembelajaran adalah tentang aktifitas memproduksi berbagai ragam text sederhana.</li> <li>• Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Analyzing verbal/visual/audiovisual text.</li> <li>• Developing vocabulary</li> <li>• Previewing expression</li> <li>• Predicting content</li> <li>• Arranging jumbled text</li> <li>• Comparing text</li> <li>• Mind mapping</li> <li>• Making outline</li> <li>• Discussion, Etc.</li> </ul> </li> </ul>

Surakarta, 7 Juli 2022

Mengetahui,  
Kepala SMP Muhammadiyah PK  
Kottabarat Surakarta

Guru Mata Pelajaran

**Muhdiyatomoko, M.Pd.**  
NIPM. 512 099 130

**Rizka Dian Permatasari, S.Pd.**  
NIPM. ---

**MODUL AJAR**  
**CHAPTER 4 – Where’s the Bookstore?**

<b>Nama</b>	Rizka Dian Permatasari, S.Pd.	<b>Jenjang/ Kelas</b>	<b>SMP/ 7</b>
<b>Asal Sekolah</b>	SMP Muh PK Kottabarat Surakarta	<b>Mata Pelajaran</b>	Bahasa Inggris
<b>Alokasi Waktu</b>	8 JP	<b>Jumlah Peserta Didik</b>	31
<b>Profil Pelajar Pancasila</b>	Gotong-royong, Mandiri	<b>Model Pembelajaran</b>	Luring/PTM
<b>Fase</b>	D	<b>Elemen</b>	(Menyimak – Berbicara) (Membaca – Memirsa) (Menulis – Mempresentasikan)
<b>Kompetensi Awal</b>	<i>Family, habit</i>	<b>Sarana dan Prasarana</b>	1. Jaringan Internet 2. Power Point 3. Gambar 4. Laptop/Komputer/HP
<b>Tujuan Pembelajaran</b>	1. Peserta didik mampu menyebutkan nama benda, orang, tempat dan angka yang ada di sekitarnya. 2. Peserta didik mampu menanya dan memberikan informasi terkait lokasi benda/tempat yang ada di sekitarnya		
<b>Pemahaman Bermakna</b>	Peserta didik dapat memahami dan menyampaikan informasi tentang benda, orang, tempat dan angka		
<b>Pertanyaan Pematik</b>	<i>What are the tourists’ objects or iconic places in your city? Can you tell me where are they located?</i>		

Kegiatan Pembelajaran :

<b>Pertemuan</b>	<b>No.</b>	<b>Kegiatan</b>	<b>Konten Pembelajaran</b>
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1	1. Pembuka	<ol style="list-style-type: none"> <li>1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa</li> <li>2. Menyapa dan berinteraksi dengan 2-3 peserta didik</li> <li>3. Mengecek kehadiran dan mengondisikan kelas</li> <li>4. Menyampaikan rencana pembelajaran pada hari ini.</li> <li>5. Memberikan motivasi hal positif dan menghubungkan materi pembelajaran dalam kehidupan sehari-hari.</li> </ol>	
	2. Inti	<ol style="list-style-type: none"> <li>1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka</li> <li>2. Memberikan pertanyaan tambahan untuk mengkorelasikan pengalaman dengan topik orang, benda dan tempat</li> <li>3. Meminta peserta didik secara bergantian membaca Teks</li> <li>4. Menunjukkan gambar-gambar tempat umum di sekitar dan meminta peserta menyebutkan Bahasa Inggrisnya</li> <li>5. Meminta informasi terkait jumlah benda, orang dan tempat melalui gambar menggunakan <i>There is ... / There are ...</i></li> <li>6. Meminta peserta didik melatih pronunciation tentang kata benda, orang dan tempat serta angka 1-1000+</li> </ol>	
	3. Penutup	<ol style="list-style-type: none"> <li>1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini</li> <li>2. Meminta peserta didik membaca materi tentang <i>position of place</i></li> <li>3. Salam Penutup</li> </ol>	
Pertemuan	No.	Kegiatan	Konten Pembelajaran
	1.	Pembuka	<ol style="list-style-type: none"> <li>1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa</li> <li>2. Menyapa dan berinteraksi dengan 2-3 peserta didik</li> <li>3. Mengecek kehadiran dan mengondisikan kelas</li> <li>4. Menyampaikan rencana pembelajaran pada hari ini</li> <li>5. Memberikan motivasi hal positif dan menghubungkan materi pembelajaran dalam kehidupan sehari-hari.</li> </ol>

2	2.	Inti	<ol style="list-style-type: none"> <li>1. Memberikan beberapa pertanyaan untuk me-view materi sebelumnya dan pertanyaan pemantik untuk materi hari ini</li> <li>2. Meminta peserta didik menyebutkan kegiatan yang bisa dilakukan di tempat-tempat di sekitar mereka</li> <li>3. Memberikan peta sederhana dan meminta peserta menyebutkan lokasi suatu tempat</li> <li>4. Menyampaikan kata penunjuk tempat/<i>preposition</i> dalam Bahasa Inggris</li> <li>5. Meminta beberapa peserta didik untuk bertanya dan memberikan informasi mengenai tempat-tempat yang ada di peta.</li> <li>6. Memberikan penugasan di mana peserta didik diminta membuat peta dari rumah ke sekolah dan memberikan narasi petunjuk arah dalam Bahasa Inggris.</li> </ol>
	3.	Penutup	<ol style="list-style-type: none"> <li>1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini</li> <li>2. Meminta peserta didik mendata anggota keluarga; nama, usia dan profesinya untuk materi berikutnya.</li> <li>3. Salam Penutup</li> </ol>

Pertemuan	No.	Kegiatan	Konten Pembelajaran
3	1.	Pembuka	<ol style="list-style-type: none"> <li>1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa</li> <li>2. Menyapa dan berinteraksi dengan 2-3 peserta didik</li> <li>3. Mengecek kehadiran dan mengondisikan kelas</li> <li>4. Menyampaikan rencana pembelajaran pada hari ini</li> <li>5. Memberikan motivasi hal positif dan menghubungkan materi pembelajaran dalam kehidupan sehari-hari.</li> </ol>
	2.	Inti	<ol style="list-style-type: none"> <li>1. Peserta didik diminta membaca dialog secara bergantian</li> <li>2. Bersama-sama peserta didik menjawab latihan soal</li> <li>3. Memahami Teks tentang suatu tempat dan apa yang bisa dilihat dan dilakukan di sana</li> <li>4. Membagi peserta didik menjadi grup berisi 4 orang dan meminta mereka membuat teks sederhana tentang suatu tempat di kota mereka, seperti objek wisata, restoran, toko, dll</li> <li>5. Hasil teks dipresentasikan di pertemuan berikutnya</li> </ol>
	3.	Penutup	<ol style="list-style-type: none"> <li>1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini</li> <li>2. Salam Penutup</li> </ol>



Pertemuan	No.	Kegiatan	Konten Pembelajaran
4	1.	Pembuka	1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa 2. Menyapa dan berinteraksi dengan 2-3 peserta didik 3. Mengecek kehadiran dan mengondisikan kelas 4. Menyampaikan rencana pembelajaran pada hari ini 5. Memberikan motivasi hal positif dan menghubungkan materi pembelajaran dalam kehidupan sehari-hari.
	2.	Inti	1. Setiap kelompok diminta mempresentasikan tulisannya 2. Guru menanyakan beberapa pertanyaan terkait teks yang dipresentasikan 3. Melakukan penilaian terhadap peserta didik
	3.	Penutup	1. Meminta peserta didik mempelajari lebih dahulu <i>Chapter 5 – Parts of Body</i> 2. Salam Penutup

**Asesmen :**

- Asesmen Individu
- Asesmen Kelompok
- Asesmen Formatif
- Asesmen Sumatif

No	Nama	Pertemuan dan Nilai				Jumlah	Rata-rata
		Gotong-royong dan Mandiri					
		1	2	3	4		

**a. Penilaian Sikap**

Pendoman Penskoran: 4 = Sangat Baik    3 = Baik    2 = Cukup    1 = Kurang

\*Peserta didik dinyatakan Tuntas apabila memiliki sikap minimal B (Baik)

No	Nama	Kriteria Penilaian			Jumlah	Rata-Rata
		grammar	vocabulary	comprehension		

**b. Penilaian Keterampilan**

\*Peserta Didik dinyatakan Tuntas apabila rata-rata nilainya minimal 78

**c. Penilaian Pengetahuan**

Guru memberi skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0 – 100

**Pengayaan :**

- a. Peserta didik membantu peserta didik lain yang belum tuntas dengan pembelajaran tutor sebaya.
- b. Guru memberikan tugas untuk mempelajari lebih lanjut tentang materi pokok dari berbagai sumber dan mencatat hal-hal penting.

**Remedial :**

- a. Mengulang materi pokok di luar jam tatap muka bagi peserta didik yang belum tuntas.
- b. Memberikan penugasan kepada peserta didik yang belum tuntas.
- c. Memberikan kesempatan untuk tes perbaikan.

**Refleksi :**

Guru bertanya kepada peserta didik :

- a. Apa yang kalian sukai dari pembelajaran ini?
- b. Kesulitan apa yang kalian hadapi dalam pembelajaran ini?
- c. Apakah pembelajaran ini dapat membantu kalian memahami topik yang sedang dipelajari?

Surakarta, 5 Januari 2023

Mengetahui,  
Kepala SMP Muhammadiyah PK  
Kotabarat Surakarta

Guru Mata Pelajaran

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**LAMPIRAN :****A. Asesmen Diagnostik**

1. Apakah kalian sudah siap belajar?
2. Apa yang kalian pelajari di bab sebelumnya?
3. Apakah kalian sering berkunjung ke tempat wisata?
4. Sebutkan tempat-tempat umum yang ada di lingkungan tempat tinggalmu?
5. Apa yang bisa dilakukan di sana dan apa yang kalian temui di sana?
6. Bagaimana perasaanmu ketika mengunjungi tempat-tempat tersebut?

**B. Asesmen Formatif Terlampir****C. Asesmen Sumatif****1. INSTRUMEN PENILAIAN PENGETAHUAN**

a) Bentuk Tes : Tertulis

Butir Soal : Pilihan ganda (20), Benar Salah (10) dan Menjodohkan (10)

Kisi-kisi :

No.	Tujuan Pembelajaran	Materi	Indikator Soal
	<ol style="list-style-type: none"> <li>1. Menyebutkan nama benda, orang, serta angka yang ada di sekitarnya.</li> <li>2. Peserta didik mampu menanya dan memberikan informasi terkait lokasi benda/tempat yang ada di sekitarnya</li> </ol>	People and Place	<ol style="list-style-type: none"> <li>1. Disajikan pertanyaan tentang <i>fungsi sosial teks interaksi transaksional lisan</i> yang melibatkan tindakan memberi dan meminta informasi terkait dengan nama benda, orang dan tempat serta angka sesuai dengan konteksnya.</li> <li>2. Disajikan pertanyaan tentang <i>fungsi sosial teks interaksi transaksional lisan</i> yang melibatkan tindakan memberi dan meminta informasi terkait dengan nama benda, orang dan tempat serta angka sesuai dengan konteksnya.</li> </ol>

## b) Rubrik penilaian pengetahuan tertulis

Rubrik penilaian pengetahuan tulis		
No	Deskripsi	Skor
1.	Jawaban benar:	
	Pilihan ganda	3
	Benar Salah	2
	Menjodohkan	2
2.	Jawaban salah/tidak menjawab	0

## 2. INSTRUMEN PENILAIAN KETRAMPILAN

- a) Bentuk Tes : Tertulis,  
Lisan Butir Soal 1  
Kisi-kisi 2

No.	Tujuan Pembelajaran	Materi	Indikator Soal
	1. Menyebutkan nama benda, orang, serta angka yang ada di sekitarnya. 2. Peserta didik mampu menanya dan memberikan informasi terkait lokasi benda/tempat yang ada di sekitarnya	People and Place	1. Disajikan pertanyaan meminta petunjuk arah/peta sederhana dari rumah ke sekolah  2. Disajikan dialog singkat tentang menanya dan memberi informasi mengenai letak sebuah tempat

## b) Rubik penilaian Tertulis

Nilai	Uraian
93	Jika kosa kata dan grammar benar dan isi tidak biasa.
86-92	Jika kosa kata dan grammar benar dan isi biasa.
79-85	Jika kosa kata benar dan grammar kurang benar dan isi biasa.
78	Jika kosa kata dan grammar kurang benar dan isi biasa.

**D. Bahan Bacaan Guru:**

- a. Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII*. Penerbit Erlangga. Jakarta: 2016.
- b. Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII Phase D*. Penerbit Erlangga. Jakarta: 2022.
- c. Modul Bahasa Inggris Kelas 7

**E. Bahan Bacaan Peserta Didik**

- a. Buku Siswa Kelas VII Bahasa Inggris, *Bright: An English Course for SMP/MTs Grade VII Phase D*. Penerbit Erlangga. Jakarta: 2022.
- b. Modul Bahasa Inggris Kelas 7

**F. Glosarium:**

Direction : showing how to go/where to go

Public places : places that are generally open and accessible to people

Map : a symbolic representation of selected characteristics of a place, usually drawn on a flat surface

**G. Daftar Pustaka**

Puchta, Herbert & Jeff Stranks. 2021. *English in Mind: Second edition (Student's Book Satrter)*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan

## LAMPIRAN MATERI

### A. NUMBERS

*Write it on your note book!*

#### 1. Cardinal and Ordinal Numbers

##### a. Cardinal Numbers

Number	Cardinal	Meaning	Number	Cardinal	Meaning
0	zero	nol	<b>21</b>	twenty-one	dua puluh satu
1	one	satu	<b>30</b>	thirty	tiga puluh
2	two	dua	<b>40</b>	forty	empat puluh
3	three	tiga	<b>50</b>	fifty	lima puluh
4	four	empat	<b>60</b>	sixty	enam puluh
5	five	lima	<b>70</b>	seventy	tujuh puluh
6	six	enam	<b>80</b>	eighty	delapan puluh
7	seven	tujuh	<b>90</b>	ninety	sembilan puluh
8	eight	delapan	<b>100</b>	one hundred	seratus
9	nine	sembilan	<b>200</b>	two hundred	dua ratus
10	ten	sepuluh	<b>1,000</b>	one thousand	seribu
11	eleven	sebelas	<b>2,000</b>	two thousand	dua ribu
12	twelve	dua belas	<b>10,000</b>	ten thousand	sepuluh ribu
13	thirteen	tiga belas	<b>100,000</b>	one hundred thousand	seratus ribu
14	fourteen	empat belas	<b>1,000,000</b>	one million	satu juta
15	fifteen	lima belas			
16	sixteen	enam belas			
17	seventeen	tujuh belas			
18	eighteen	delapan belas			
19	nineteen	sembilan belas			
20	twenty	dua puluh			

##### b. Ordinal Numbers

Number	Ordinal	Meaning	Number	Ordinal	Meaning
3	third	ketiga	<b>19</b>	nineteenth	kesembilan belas
4	fourth	keempat	<b>20</b>	twentieth	kedua puluh
5	fifth	kelima	<b>21</b>	twenty-first	kedua puluh satu
6	sixth	keenam	<b>22</b>	twenty-second	kedua puluh dua
7	seventh	ketujuh	<b>23</b>	twenty-third	kedua puluh tiga
8	eighth	kedelapan	<b>24</b>	twenty-fourth	kedua puluh empat
9	ninth	kesembilan	<b>25</b>	twenty-fifth	kedua puluh lima
10	tenth	kesepuluh	<b>26</b>	twenty-sixth	kedua puluh enam

11	eleventh	kesebelas	<b>27</b>	twenty-seventh	kedua puluh tujuh
12	twelfth	kedua belas	<b>28</b>	twenty-eighth	kedua puluh delapan
13	thirteenth	ketiga belas	<b>29</b>	twenty-ninth	kedua puluh sembilan
14	fourteenth	keempat belas	<b>30</b>	thirtieth	ketiga puluh
15	fifteenth	kelima belas	<b>31</b>	thirty-first	ketiga puluh satu

## B. THINGS

### 1. Asking and Giving Information about Things around Us

Asking for Information	Responses
<ul style="list-style-type: none"> <li>• How many pens do you have? How many dictionaries are there in the library?</li> <li>• Where is your book?</li> </ul>	<ul style="list-style-type: none"> <li>• I have three pens.</li> <li>• There are fifteen dictionaries in the library.</li> <li>• It's on the table.</li> </ul>

### 2. Things around Us

#### a) at classroom

chair	pencil	board marker
desk/table	case bag	cupboard
book pen	shoes	bookshelf fan
eraser/rubber	uniform	trashcan
scissors	clock	projector screen
sharpener	globe	LCD
glue	whiteboard/blackboard	
	ruler	

#### b) at house

gate/fence	wall	rug roof
yard terrace	floor	garage
garden	door	mailbox
	window	

#### c) at living room

television	vase	
telephone	curtain	carpet lamp
	television	family picture

#### d) at bedroom

wardrobe		mirror clothes
bed	bolster	hanger study
pillow	blanket chair	desk

**e) at bathroom**

scoop tub	bucket tap	shampoo
toilet	toothbrush	washing machine
shower sink	toothpaste	glass
	soap	bottle

**f) at kitchen and dining room**

refrigerator	oven	spoon
stove	sink	fork knife
frying pan	dining table	pot hoe
pan	table cloth	spade
spatula	plate	
cabinet	bowl	

**g) at garage and garden**

car	washing line	cage
motorcycle	tree	watering
motorbike	plant	can
bicycle	flower	
pump	bench	

**C. PUBLIC PLACES****1. Public Places around Us**

school	drugstore	bus station	city hall
hospital	supermarket	train station	stadium airport
post	traditional market	harbor central	library park
office	bank		
police	mosque		
station	bus stop		

**2. Preposition**

in front of	across from/opposite to
between	on the right
beside/next to	on the left
behind	on the
	corner



### 3. Asking and Giving Information about Places



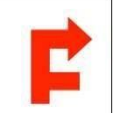
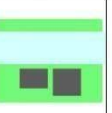
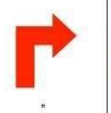
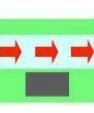

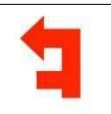
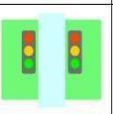

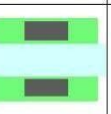


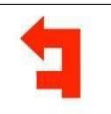
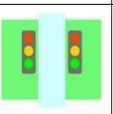

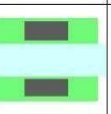

Asking for Information	Responses
<ul style="list-style-type: none"> <li>• What is this building?</li> <li>• What is the building next to the bank? What is the building across from the school?</li> </ul>	<ul style="list-style-type: none"> <li>• This is a post office.</li> <li>• The building next to bank is the hospital.</li> <li>• Oh, that building is a police station.</li> </ul>

### 4. Asking and Giving Direction

Asking for Direction	Responses
<ul style="list-style-type: none"> <li>• <b>Do you know how to go to the post office? Could you show me the way to the nearest hospital?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Go along this street until the intersection and then turn left, it's the second building on the left.</li> <li>• Go straight, until you find a convenient store. It's just right next to it.</li> </ul>

### 5. Positive Imperative

Positive imperative adalah kalimat perintah atau kalimat untuk meminta orang melakukan sesuatu. Ketika kita memberikan petunjuk arah, kita biasanya menggunakan positive imperative sentences.

Language for giving directions		turn left	roundabout	next to	go past	take the second left
<b>Left</b> go left turn left it's on the left take a left take the second (turning) on the left						
<b>Right</b> go right turn right it's on the right take a right take the second (turning) on the right						
<b>Ahead</b> go ahead go straight ahead go straight on						

TRAFFIC SIGN

### D. SINGULAR AND PLURAL NOUNS

**Singular** : penyebutan untuk benda **TUNGGAL** atau jumlahnya satu.

**Plural** : penyebutan untuk benda **JAMAK** atau jumlahnya lebih dari satu.

#### 1. Singular dan Plural Umum (Regular)

Bentuk umum ini biasanya hanya perlu ditambahkan huruf S/ES di belakang kata benda Plural. Apabila huruf diakhiri huruf Y, biasanya akan berubah menjadi I dan ditambah ES.

**Examples:**

Singular	Plural
apple	apples
book	books
cat	cats
door	doors
teacher	teachers
student	students
kite	kites

Singular	Plural
butterfly	butterflies
baby	babies
city	cities
potato	potatoes
tomato	tomatoes
box	boxes
watch	watches

**2. Singular dan Plural Berbeda (Irregular)**

Beberapa kata benda dalam Bahasa Inggris memiliki bentuk Singular dan Plural-nya berbeda.

**Examples:**

Singular	Plural
man	men
woman	women
child	children
person	people
mouse	mice
tooth	teeth

Singular	Plural
foot	feet
goose	geese
leaf	leaves
knife	knives
thief	thieves
wife	wives

**3. Singular dan Plural Sama**

Beberapa kata benda dalam Bahasa Inggris memiliki bentuk Singular dan Plural-nya ya sama; tidak ditambah S/ES dan tidak berubah sama sekali. **Examples:**

Singular	Plural
fish	fish
sheep	sheep
deer	deer
aircraft	aircraft
series	series
species	species

**E. ARTICLES; A, AN and THE**

Articles dalam Bahasa Inggris berfungsi sebagai kata sandang.

**A** dan **AN** merupakan kata sandang yang bisa diartikan menjadi “seorang” atau “sebuah” yang ditulis di depan kata benda. **A** dan **AN** adalah *indefinite articles* atau kata sandang yang belum pasti. Maksudnya, kata benda yang dirujuk belum

diketahui baik oleh pembicara/pendengar atau penulis/pembaca. Jadi hanya untuk penyebutan secara umum saja.

**A** digunakan untuk kata benda tunggal yang **bunyi awalnya** adalah huruf **KONSONAN**. **Examples:** laptop, chair, university

**AN** digunakan untuk kata benda tunggal yang **bunyi awalnya** adalah huruf **VOKAL**. **Examples:** apple, elephant, hour

**THE** adalah *definite article* atau kata sandang yang sudah pasti atau spesifik. Maksudnya, kata benda yang dirujuk sudah diketahui jelas oleh pembicara/pendengar atau penulis/pembaca.

**THE** dapat digunakan untuk semua kata benda, baik **bunyi awalnya** huruf **KONSONAN** atau **VOKAL**, baik benda tunggal atau jamak.

Indefinite (A, AN)	Definite (THE)
<ul style="list-style-type: none"> <li>• Would you like <b>an</b> apple?</li> <li>• Do you have <b>a</b> cat?</li> <li>• There is <b>a</b> university in my city.</li> </ul>	<ul style="list-style-type: none"> <li>• Would you like <b>the</b> apple pie?</li> <li>• Have you seen <b>the</b> cat?</li> </ul> <p>I saw the thieves ran away to the north.</p>

#### F. THERE IS and THERE ARE

Kata **THERE** dalam Bahasa Inggris berarti ADA atau untuk menunjukkan keberadaan sesuatu atau seseorang.

**THERE IS** digunakan untuk menyatakan keberadaan benda **TUNGGAL**.  
**THERE ARE** digunakan untuk menyatakan keberadaan benda **JAMAK**.

##### Examples:

1. **There is** a doctor at the hospital.
2. **There are** four doctors at the hospital.
3. **There is** one hour left.
4. **There are** three hours left.

Untuk menjelaskan jika **TIDAK ADA** keberadaan benda maka tinggal ditambahkan **NOT** setelah to be menjadi: **THERE IS NOT...** dan **THERE ARE NOT ....**

**Examples:**

1. **There isn't** a cat on the chair.
2. **There aren't** students in the classroom.
3. **There isn't** milk on the fridge.
4. **There aren't** books on the desk.

**G. PRONOUNS**

Pronouns berarti **kata ganti Subject**. Ada 4 jenis pronouns yang akan kita bahas yaitu *Subjective Pronoun, Objective Pronoun, Possessive Adjective dan Possessive Pronoun*.

**Pronouns Chart**

<b>Subjective Pronoun</b>	<b>Objective Pronoun</b>	<b>Possessive Adjective (+ NOUN)</b>	<b>Possessive Pronoun (-- NOUN)</b>
I	Me	My	Mine
You	You	Your	Yours
They	Them	Their	Theirs
We	Us	Our	Ours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its

**Examples:**

1. **I** have three cats at home.

They really like **me**.

**My** cats are very cute.

These cats are **mine**.

2. **John** loves reading.

I ask **him** to go to library together.

He lends me **his** novels.

These books are **his**.

## EXERCISE (FORMATIVE ASSESSMENT)

(Menyimak – Berbicara)

### A. Listen and repeat!



1. Look at the picture! Do you know what is this place?
2. Have you ever visited this place before?
3. How many are there in your city? Please mention!
4. What can you do/see in this place?
5. Can you tell me how to go to this place?



6. Why do you visit this place?
7. Mention the things you find/see in this place?
8. What are the nearest building around this place?

### B. List of public places – Repeat after me!

school	patient	100
hospital	medicine	199
post office	operation room	1000
police station	doctor	1500
drugstore	shelf	1999
supermarket	cashier	10000
traditional market	trolley	11000
bank	money	100000
mosque	envelope	149900
bus stop	stamp	1000000

**(Membaca – Memirsa)****A. Reading – Study the Text 4.7 page 33**

**Vocabulary** – Find the meaning of these words!

- |                |                    |              |
|----------------|--------------------|--------------|
| a. post office | e. railway station | i. bookshop  |
| b. next to     | f. on the corner   | j. newsagent |
| c. far         | g. turn right      |              |
| d. go straight | h. opposite        |              |

**Questions** – Answer the questions based on the text!

- Where will the tourists go?
- When the conversation is happening, where are they?
- How to go to Hogarth Street from the place they are standing?
- Where is the post office?
- What are the buildings opposite from the post office?
- Where is the railway station? 7. How to go to the railway station from the post office?

**B. Reading – Study the Text 4.8 page 34**

**Vocabulary** – Find the meaning of these words!

- |            |              |          |
|------------|--------------|----------|
| a. charity | e. entrance  | i. wrong |
| b. park    | f. race      | j. happy |
| c. go down | g. watch     |          |
| d. church  | h. turn left |          |

**Questions** – Match the beginning and ending of these statements below!

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. Jo is in                   | a. for directions to Gordon Park. |
| 2. The four friends           | b. the race is finished.          |
| 3. They think the race starts | c. a half-marathon race.          |
| 4. They ask a woman           | d. want to go and watch the race. |
| 5. When they get to the park  | e. at 11 o'clock.                 |

**(Menulis – Mempresentasikan)**

**Writing** - Look at the map and make your own map from your home to school. Make it as creative as possible and write down the direction below the map!



**THE ANALYSIS OF ENGLISH MODUL AJAR  
OF THE KURIKULUM MERDEKA  
SMP Muhammadiyah PK Kottabarat Surakarta, Academic Year 2022/2023**

0 = Tidak ada/tidak sesuai  
1 = Ada, kurang lengkap/kurang sesuai  
2 = Ada, lengkap dan sesuai

Kategori/predikat:	
0 < 70	Kurang
70 – 79	Cukup
80 – 89	Baik
90 – 100	Sangat Baik

No.	RINCIAN KEGIATAN	SKOR			KET
		0	1	2	
<b>I INFORMASI UMUM</b>					
<b>A. IDENTITAS MODUL</b>					
	Terdapat : nama sekolah, nama guru , Modul, Fase, materi pokok, alokasi waktu, kelas, semester, tahun pelajaran, dan peminatan/program.			✓	Identitas modul lengkap
<b>B. KOMPETENSI AWAL</b>					
	Gambaran kompetensi awal yang mendasari materi untuk mencapai tujuan pembelajaran pada ranah pengetahuan dan keterampilan pada materi yang merujuk pada CP Mata Pelajaran			✓	Terdapat gambaran potensi awal yang merujuk pada CP
<b>C. PROFIL PELAJAR PANCASILA</b>					
	Gambaran sikap prilaku Profil Pelajar Pancasila yang diharapkan dimiliki peserta didik : Mandiri, Berkebhinekaan Global, Bernalar Kritis, Gotong Royong dan Kreatif yang tercermin pada: • materi/isi pelajaran, • pedagogi, dan/atau • kegiatan projek atau asesmen / Penilaian.			✓	Terdapat gambaran sikap prilaku Profil Pelajar Pancasila
<b>D. SARANA DAN PRASARANA</b>					
	Memuat prasarana atau fasilitas yang digunakan seperti ruang kelas dan laboratorium computer, jaringan internet atau fasilitas lainnya			✓	Terdapat prasarana
	Memuat sarana/bahan/alat yang digunakan seperti Materi (modul)* dan sumber bahan ajar / teknologi *Ketersediaan Materi mempertimbangkan kebutuhan peserta didik baik dengan keterbatasan atau kelebihanannya, agar pembelajaran lebih dalam dan bermakna.			✓	Terdapat sarana
<b>E. TARGET PESERTA DIDIK</b>					
	Peserta didik regular/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.			✓	Terdapat target peserta didik regular

	Peserta didik dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan audio. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb.	✓			Tidak terdapat peserta didik dengan kesulitan belajar
	Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin.	✓			Tidak ada target peserta didik dengan pencapaian tinggi
<b>F.</b>	<b>MODEL PEMBELAJARAN</b>				
	Gambaran model Model pembelajaran yang diterapkan, dapat berupa model pembelajaran PjBL dan atau lainnya, dengan metode Diskusi kelompok, melalui Moda Pembelajaran Jarak Jauh dalam jaringan (PJJ Daring), Pembelajaran Tatap Muka diluar jaringan (Luring), dan atau blended learning.	✓			Tidak terdapat model pembelajaran
<b>G.</b>	<b>KELENGKAPAN BAHAN AJAR</b>				
	Lembar Observasi			✓	Ada lembar observasi
	Rubrik Penilaian			✓	Ada rubrik penilaian
	Instrumen Penilaian			✓	Ada instrumen nilai
<b>II</b>	<b>KOMPONEN INTI</b>				
	Adanya gambaran kompetensi / kemampuan peserta didik memahami konsep materi, menerapkan dan menggunakan materi pada bidang kelimuan yang dipelajarinya. Misal : 1) Mengidentifikasi; 2) mendefinisikan; 3) menjelaskan; 4) menerapkan			✓	Terdapat gambaran kompetensi
<b>A.</b>	<b>TUJUAN CAPAIAN PEMBELAJARAN</b>				
	Gambaran Tujuan Akhir Fase berupa kemampuan peserta didik yang dapat diuraikan secara berjenjang, dari pemahaman yang rendah, meningkat sampai pada penerapan, misal memahami atau mengidentifikasi, menjelaskan materi, menerapkan dan menggunakan materi pada bidang kelimuan yang dipelajarinya.			✓	Terdapat gambaran tujuan akhir fase
<b>B.</b>	<b>PEMAHAMAN BERMAKNA</b>				
	Adanya gambaran umum kontribusi mata pelajaran dalam membentuk peserta didik memiliki pemahaman pengetahuan dan keterampilan, dalam cara berpikir yang memungkinkan untuk menguraikan suatu			✓	Terdapat pemahaman bermakna



	masalah menjadi beberapa bagian yang lebih kecil dan sederhana, menemukan pola masalah, serta menyusun langkah-langkah solusi mengatasi masalah, melalui berbagai aktivitas proses saintifik dalam melakukan eksperimen ilmiah, diarahkan untuk menemukan sendiri berbagai fakta, membangun konsep, dan nilai-nilai baru secara mandiri, dan membekali peserta didik dengan seperangkat pengetahuan, keterampilan, dan sikap agar memiliki dasar yang kuat dalam mempelajari mata pelajaran-mata pelajaran selanjutnya.				
<b>C.</b>	<b>PERTANYAAN PEMANTIK</b>				
	Pertanyaan pemantik untuk menumbuhkan rasa ingin tahu dan kemampuan berpikir kritis dalam diri peserta didik.			✓	Terdapat pertanyaan pemantik
<b>D.</b>	<b>KEGIATAN PEMBELAJARAN</b>				
	Penugasan terbimbing terkait dengan materi (dengan lembar kerja)			✓	Terdapat penugasan terbimbing
	Eksplorasi pemahaman materi melalui sumber belajar secara berkelompok			✓	Terdapat eksplorasi pemahaman materi
	Penyusunan laporan hasil diskusi kelompok			✓	Terdapat proses penyusunan laporan kelompok
	Presentasi hasil diskusi kelompok		✓		Terdapat pertemuan yang hanya menyajikan laporan, tidak dipresentasikan
<b>E.</b>	<b>ASESMEN</b>				
	Asesmen digunakan untuk mengukur capaian pembelajaran di akhir kegiatan. Kriteria pencapaian harus ditentukan dengan jelas sesuai dengan tujuan pembelajaran yang ditetapkan.			✓	Terdapat kriteria capaian dengan jelas
	Asesmen sebelum pembelajaran (formatif awal)			✓	Terdapat asesmen formatif awal
	Asesmen selama proses pembelajaran (formatif selama proses)			✓	Terdapat asesmen formatif selama pembelajaran
	Asesmen pada akhir proses pembelajaran (sumatif)			✓	Terdapat asesmen sumatif
	Bentuk asesmen yang bisa dilakukan: Sikap (Profil Pelajar Pancasila) dapat berupa: observasi, penilaian diri, penilaian teman sebaya, dan anekdot.		✓		Terdapat penilaian sikap namun belum spesifik uraiannya
	Performa (presentasi, pameran hasil karya, jurnal)			✓	Terdapat pameran hasil karya

	Tertulis (tes objektif: essay, pilihan ganda, isian, jawaban)			✓	Terdapat penilaian tertulis
<b>F.</b>	<b>PENGAYAAN DAN REMEDIAL</b>				
	Pengayaan diberikan pada peserta didik dengan capaian tinggi			✓	Terdapat pengayaan
	Remedial diberikan kepada peserta didik dengan capaian rendah			✓	Terdapat remedial
<b>G.</b>	<b>REFLEKSI GURU DAN PESERTA DIDIK</b>				
	<b>REFLEKSI GURU</b>				
	Adanya Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan selama proses pembelajaran berlangsung sebagai bentuk evaluasi proses kegiatan pembelajaran dalam bentuk Pernyataan Evaluasi Diri masing-masing guru.	✓			Tidak terdapat refleksi guru
	<b>REFLEKSI PESERTA DIDIK</b>				
	Peserta didik diminta untuk melakukan refleksi terhadap kegiatan yang sudah dilaksanakan selama proses pembelajaran berlangsung sebagai bentuk evaluasi proses kegiatan pembelajaran dalam bentuk tes lisan dan tertulis			✓	Terdapat refleksi siswa
<b>H.</b>	<b>GLOSARIUM</b>				
	Adanya guru menghimpun dan mendefinisikan setiap kata-kata yang perlu diberikan penjelasan lebih lanjut.			✓	Terdapat glosarium
<b>I.</b>	<b>DAFTAR PUSTAKA</b>				
	Adanya daftar pustaka yang dijadikan sumber / bahan referensi guru terkait materi dalam bentuk Hardcopy (Buku) atau Sodfcopy (e-book) atau link materi berbasis digital/internet. v Tersedia daftar pustaka yang digunakan modul ajar			✓	Terdapat daftar pustaka
<b>III LAMPIRAN</b>					
<b>A.</b>	<b>LEMBAR KERJA ATAU LEMBAR TUGAS PESERTA DIDIK</b>				
	Melampirkan rubrik dan check list untuk penilaian keterampilan.		✓		Terdapat rubrik penilaian tetapi tidak ada check list
<b>B.</b>	<b>BAHAN AJAR</b>				
	Adanya Bahan Ajar yang disusun secara mandiri oleh guru berdasarkan bahan bacaan terkait materi yang dibahas.			✓	Terdapat bahan ajar berdasarkan bahan bacaan guru
Jumlah Per kolom skor		0	3	56	
Jumlah skor perolehan		59			
Skor maksimum + jumlah indikator x (2)		70			
Nilai hasil = (Skor prlhn/skor maks) x 100		84,28			
Kategori / Predikat		Baik			