

**ENGLISH TEACHER'S PROFESSIONAL COMPETENCE IN
KURIKULUM MERDEKA OF TENTH GRADE AT SMA N 2 WONOGIRI
IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving the necessary advice. Herewith, as the advisors, we state that the thesis of

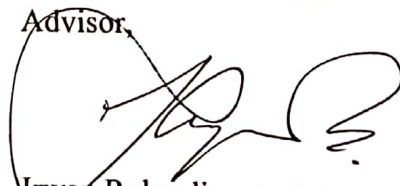
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Pursuyanto and Mrs. Supadmi) who always pray, support, and motivate me so that I can reach this level.
2. My sisters.
3. My big family.
4. My best friends.
5. My classmate in UIN Raden Mas Said Surakarta.
6. My Almamater, UIN Raden Mas Said Surakarta.

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(Q.S Al-Baqarah, 2:286)

“Karena sesungguhnya bersama kesulitan itu ada kemudahan.

Sesungguhnya sesudah kesulitan itu ada kemudahan.”

(Q.S Al-Insyirah, 94:5-6)

“The best way to get started is to quit talking and begin doing.”

(Walt Disney)

PRONOUNCEMENT

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I hereby sincerely state that thesis titled **“ENGLISH TEACHER’S PROFESSIONAL COMPETENCE IN *KURIKULUM MERDEKA* OF TENTH GRADE AT SMA N 2 WONOGIRI IN ACADEMIC YEAR 2022/2023”** is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in 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 9th 2023

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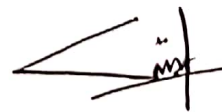
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The Researcher



Fadhilah Puspitaningrum
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ABSTRACT

Fadhilah Puspitaningrum. 2023. *English Teacher's Professional Competence in Kurikulum Merdeka of Tenth Grade at SMA N 2 Wonogiri in Academic Year 2022/2023*. Thesis. English Language Education, Faculty of Cultures and Languages.

Advisor : Irwan Rohardiyanto, M.Hum.

Key Words : *Professional Teacher, Professional Competence, Kurikulum Merdeka, Teacher's Problem.*

There are 4 competencies that must be mastered by teachers, namely pedagogic competence, personality competence, professional competence, and social competence. The professional competence of teachers means that they must master the learning material and be able to adapt to any changes in the curriculum. This study aims to describe the professional competence of English teachers in *kurikulum merdeka* and problems of professional competence faced by teachers teaching tenth grade in the *kurikulum merdeka* at SMA N 2 Wonogiri.

Researcher used a qualitative descriptive research design. The subjects of this study were two certified English teachers who teach tenth grade. Instruments for collecting data using observation, interviews, and documentation. First, researcher conducted observation and entered the classroom to see how the learning process were carried out by the teachers. Second, researcher conducted interviews with teachers about the professional competence of teachers in *kurikulum merdeka* and the problems related to professional competence faced by teachers in *kurikulum merdeka*. Third, documentation, namely the researcher used teaching modules, *PowerPoint*, and several certificate of trainings or workshops from the teachers to strengthen data. The interview was conducted directly at SMA N 2 Wonogiri in the 2022/2023 academic year. The collected data were analyzed with the theory of Miles and Huberman in Sugiyono, namely: data reduction, data presentation, and drawing conclusions. Furthermore, as data trust to examine information in order to obtain relevant results, researcher use methodological triangulation.

The findings in this study are about the professional competence of English teachers in *kurikulum merdeka*, such as mastering the material, structure, concepts and scientific mindsets that support the subjects being taught; develop creative learning materials that are taught; develop fundamental professionalism by taking reflective action; and utilizing information and communication technology to develop themselves. The results of the second question are that there are several problems faced by English teachers related to their professional competence in *kurikulum merdeka*. Teachers face problems in compiling teaching modules, a lack of understanding of the *kurikulum merdeka*, and limited school handbooks.

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CHAPTER I

INTRODUCTION

A. Background of the Study

As is well known, that education is an important thing in one's life. Education is expected to be able to bring in something creative and innovative, and be able to bring about much better changes from generation to generation. In addition, it has been explicitly stated in the opening of the 1945 Constitution that education in Indonesia receives special attention, namely educating the life of nation which is one of the obligations of the state (Hutabarat et al., 2022). The success of the educational process is supported by various factors, such as teachers, students, methods, materials, and facilities and infrastructure. In this case, the teacher's role is very important in determining the success of students.

According to Indonesian Law Number 14 Year 2005 about Teachers and Lecturers, it is stated that the teacher can be interpreted as a professional educator with the task of teaching, educating, training, directing, guiding, assessing, and evaluating students in early childhood education, formal, elementary schools, and secondary education. The profession as a teacher cannot be done by just anyone outside the field of education, because it requires special expertise as a teacher. Therefore, all teachers especially in this case English teachers, must improve their skills as well as knowledge in teaching.

Besides, on Ministerial Regulation Number 16 Year 2007 about Standard Academic Qualifications and Teacher's Competence, it is stated that

there are 4 competencies that must be possessed by teachers, namely pedagogic; personal; social; and professional competence. In this case, professional competence means a teacher's ability to master learning material more broadly and in depth, such as mastery of curriculum content and the essence of scientific subjects philosophically (Jamal in Hakim, 2015). As a professional teacher, there are several conditions that must be met. According to the Indonesian Law Number 14 Year 2005 about Teachers and Lecturers, it is stated that professional educators must have an educator certificate or certification, master teacher competence, have compatibility between the teaching field and the material being taught, be physically and spiritually healthy, and be able to realize the direction of national education.

On the other hand, Ministerial Regulation Number 16 Year 2007 about Standard Academic Qualifications and Teacher's Competence stated that academic skills that must be possessed by high school teachers are a minimum diploma four (D-IV) or equivalent to a bachelor's degree (S-I) obtained from an accredited study program and in accordance with the subjects being taught. Professional competence of teachers has an important contribution in improving students learning outcomes. If a teacher has appropriate professional qualifications, then the learning process will run well.

Meanwhile, the formation of professional teacher competence is needed to create success in planning, implementing, evaluating learning activities, and the work of students (Ciechanowska, 2010). Besides, professional teachers must always keep abreast of changing times, such as current advances in

science and technology. Teachers must also create a pleasant atmosphere and provide opportunities for students to use their own minds in seeking knowledge from several available sources, in order to create independent learning.

Next, as a response to the challenges of education in today's digital age, the government has issued in *kurikulum merdeka* as a substitute for the 2013 curriculum. This curriculum applies to all levels of school, one of which is Senior High School. The beginning of this *kurikulum merdeka* existed due to the low literacy and numeracy abilities of students (Rohimajaya et al., 2022). Therefore, the government seeks to advance students' literacy and numeracy skills by updating the curriculum.

The *kurikulum merdeka* is a curriculum that was developed as a curriculum framework that is more flexible than the idea of learning renewal that focuses on essential material, behavior development, and also students skills (Kemendikbud in Rohimajaya et al., 2022). In essence, the curriculum is something that must be mastered by teachers, so that teacher professionalism can be achieved. Teachers who have professional expertise can implement concepts and think well about *kurikulum merdeka*, because they have to be creative and innovative in developing subject matter.

In the current era, teacher professional competence is required to be able to adapt to every change in curriculum, master material in depth and critically, have a lot of knowledge, master technology, and solve problems encountered during teaching and learning activities taking place (Farouk Imam Arrasyid & Istiqomah, 2021). The existence of these demands is useful in

developing the professional competence of teachers to prepare them for better performance. However, in reality, there are still many teachers who find it difficult to be professional in their field. Some of these difficulties are related to material development, adjustment of subject matter, utilization of learning resources, and so on.

As previously mentioned, teachers must master the four existing competencies such as pedagogic, social, personality, and professional competencies. The four competencies must be possessed by a teacher and are holistic, meaning one unit that cannot be separated from one another. However, in classroom learning activities the competencies that must be possessed by the teacher are pedagogical and professional competencies (Pendi, 2020). In this case, the researcher wants to know more deeply about teacher professional competence related to the ability to master and develop appropriate teaching materials with the applied curriculum. Therefore, researcher more focused on professional competence compared to other teacher competencies.

Furthermore, there are several previous researchers who have conducted research related to this research, which was conducted by Nurhalimah et al entitled “A Need of English Teacher Professional Competence in the 21 st Century”. This research examines the professional competence needs of English teachers in the 21st century (Nurhalimah et al, 2022). Subsequent research was carried out by Yabes Olbata and Ferdinandus Mone who entitled “The Implementation of Professional Competence of English Teachers in Teaching English as a Foreign Language”. This research

investigates the implementation of teacher professional competence which includes mastery of knowledge, creativity, and the use of media in teaching English as a foreign language (Yabes, 2021). The other research is entitled “The Issue of Teacher Professional Competence and Pedagogical Competence in English Teaching-Learning Process”. This research was conducted by Marthisa Olivia Bilik who examined teachers’ experiences in handling their professional and pedagogical competencies when teaching English (Marthisa, 2020).

Based on some of the previous studies above, this research does not only explore the professional competence of teachers, but also wants to explore the problems faced by English teachers related to their professional competence, especially in the current of the latest curriculum, namely the *kurikulum merdeka*. It will make this research different from other studies. In this case, the researcher chose the tenth grade at senior high school level, because that was the only class level that had just implemented this *kurikulum merdeka*.

Researcher has made observations in several schools. The researcher found that SMA N 2 Wonogiri is a school that has been accredited A and is one of the favorite and leading schools in Wonogiri Regency. SMA N 2 Wonogiri also has various achievements in the field of English and has quite a number of students and graduates according to their development and age. SMA N 2 Wonogiri has also implemented *kurikulum merdeka* for the tenth grade in the 2022/2023 academic year.

Based on the pre research interviews, the researcher obtained information that the English teachers at SMA N 2 Wonogiri are teachers who meets the requirements as professional teachers. They have a bachelor's degree teaching according to their field and already have teacher certification. In addition, English teachers at SMA N 2 Wonogiri always take part in MGMP, workshop, and some trainings such as the development of scientific work activities to improve their professionalism.

Besides, the researcher found several obstacles faced by English teachers related to the professional competence of teachers at SMA N 2 Wonogiri. The obstacle is that there is a change in curriculum, namely *kurikulum merdeka* that makes teachers have to adjust the material in the new handbook. Teachers must also make the best use of their time, because in this *kurikulum merdeka* time will be taken up for the “*Proyek Penguatan Profil Pelajar Pancasila*” or what is commonly referred to as the P5 activity. Based on the description above, the researcher chose to raise the title "English Teachers Professional Competence in *Kurikulum Merdeka* of Tenth Grade at SMAN 2 Wonogiri in Academic Year 2022/2023".

B. Identification of the Problem

1. Professional English teachers are able to fulfill 4 teacher competencies, one of which is professional competence. This competency tends to be weak, due to challenges from the student's aspect which makes it difficult for teachers to carry out the demands of professional competence properly.

2. A professional English teacher is a teacher who is able to carry out his duties with full responsibility. Sometimes, English teachers are less responsible for that and various changes as well as current demands cause several teacher problems related to their professional competence, such as developing subject matter, adjusting material in different handbooks, and utilizing learning resources.

C. Limitation of the Study

The limitations of the study are useful in determining a research object. In this case, the researcher observed the professional competence of English teachers at SMAN 2 Wonogiri. The researcher chose to conduct research at SMAN 2 Wonogiri, because this school is one of the best schools in Wonogiri Regency and has implemented *kurikulum merdeka*. In addition, the teachers at SMAN 2 Wonogiri are of good quality, and many of the students there have excelled, both in the academic and non-academic fields.

The focuses of this research are two English teachers who teach in tenth grade and have been certified. They are Mrs. E.K and Mrs. S.S. The researcher chose teachers who were certified, because one of the qualifications of professional teachers was those who already had educator certificates, while tenth grade of SMAN 2 Wonogiri was the only class that had implemented *kurikulum merdeka*. Furthermore, the researcher limited the focus of the study to the analysis of the professional competence of English teachers and the problems faced by English teachers in the *kurikulum merdeka* at SMAN 2 Wonogiri in academic year 2022/2023.

D. Formulation of the Problems

Based on the research background above, the researcher formulates the problem as follows:

1. What are the professional competencies of the English teachers in *kurikulum merdeka* for tenth grade at SMAN 2 Wonogiri in the 2022/2023 academic year?
2. What are the problems faced by English teachers related to their professional competence in *kurikulum merdeka* for tenth grade at SMAN 2 Wonogiri in the 2022/2023 academic year?

E. Objectives of the Study

1. To find out the professional competence of English teachers in *kurikulum merdeka* for tenth grade at SMAN 2 Wonogiri in the 2022/2023 academic year.
2. To find out the problems faced by English teachers related to their professional competence in *kurikulum merdeka* for tenth grade at SMAN 2 Wonogiri in the 2022/2023 academic year.

F. Benefits of the Study

The researcher hopes that by writing this thesis, it will provide benefits for all parties, not just researcher. The benefits of this research are divided into two parts, namely theoretical benefits and practical benefits.

1. Theoretical benefits

- a. This research will make a useful contribution to the development of teacher professional competence, especially English teachers at SMAN 2 Wonogiri for the 2022/2023 academic year.
- b. This research can provide a useful description as a source of information and reference for future researcher who wish to research this topic.

2. Practical benefits

a. To the teacher

This research will be useful for teachers in finding information related to teacher professional competence. Hopefully English teachers will be more creative and innovative to become professional teachers.

b. To the school

The results of this study are expect to improve the quality of teachers and the process of learning English, especially at SMAN 2 Wonogiri. Furthermore, we hope that this research can also raise awareness for prospective teachers regarding the urgency of teacher professional competence.

c. To the readers

Hopefully, this research can provide readers with knowledge and information about the professional competence of English teachers.

- d. To other researchers

Hopefully this research can be used as reference material and information for future researchers who wish to conduct research relevant to the topic of English teacher professional competence in *kurikulum merdeka* at SMAN 2 Wonogiri for the 2022/2023 academic year.

G. Definition of Key Terms

The definitions of key terms related to the title of this research are as follows:

1. Professional Teachers

Professional teachers are teachers who carry out their main work as a profession that is supported by certain in-depth knowledge obtained from educational institutions and is able to fulfill their role as teachers who teach, guide, train, assess, evaluate, as administrators, and coaches (Indrawan et al., 2020).

2. Professional Competence

Professional competence is defined as an ability to master material in depth and breadth. This professional competence refers to the teacher's ability to carry out his profession well (Ramayulis, 2013).

3. *Kurikulum Merdeka*

Kurikulum merdeka is a curriculum designed to implement a new learning paradigm. This application prioritizes essential material which aims to develop student competencies based on the phase (Nuraini et al., 2022).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Professional Teacher

a. Definition of Professional Teacher

Professional teachers can be interpreted as teachers who have obtained formal recognition based on applicable laws and regulations regarding their position and educational background, such as decrees, diplomas, certificates, and so on (Suyanto & Jihad, 2013). This recognition includes teacher competence and teacher qualifications. There are four types of teacher competence referred to here, namely pedagogic competence, social competence, personal competence, and professional competence. The academic qualifications of educators in Indonesia based on Law Number 14 of 2005 are diploma four (D-IV) or bachelor (S1) according to the lessons learned and taught from accredited study programs.

Besides, professional teachers can also be defined as teachers who have the ability to build a learning atmosphere, the ability to provide reinforcement and feedback, as well as the ability to improve themselves to continue to develop to be better (David & Thomas in Mulyasa, 2013). The learning atmosphere here can mean the state of the classroom environment when the teaching and learning process takes place. This is reflected in the interactions between teachers and

students, and between students and other students. In this case, professional teachers must be able to build a learning atmosphere, because learning is not only about material, but also about the classroom atmosphere which will affect the effectiveness of learning and make the learning process more useful and conducive.

In essence, a professional teacher knows the educational background and they learn with various types of knowledge, especially those related to the subjects they teach. Professional teachers are teachers who have in-depth knowledge of their profession through education, training, and special schools. They also have the ability to teach students by utilizing various methods, media, and learning resources. As for carrying out their duties and responsibilities, professional teachers must know how to communicate well with students, peers, and other school members.

On the other hand, professional teachers can be seen in terms of their creativity in teaching. Creative teachers will certainly take advantage of technology and develop learning methods. The use of technology in learning includes presenting material using video, powerpoint, or images; searching for new information on the internet; giving assignments by making videos according to the theme of the material; and so on.

From the explanation of the theories above, it can be concluded that what is meant by a professional teacher is a teacher who has in-

depth skills related to education, which includes the ins and outs of education, subjects, materials, and also learning methods. On the other hand, professional teachers must be able to adapt to changes in the world of education such as curriculum changes. Besides having competence in teaching, professional teachers must also have physical evidence or recognition by educational institution officials.

b. Professional Teacher Criteria

A teacher who is said to be professional means that the teacher can help students who experience problems in learning. Therefore, teachers can do this by choosing appropriate learning techniques, using innovation in the learning process, and building a comfortable learning environment in the classroom. Before this method is carried out, the teacher must first observe the behavior and character of students. Professional teachers do not merely teach subject matter to students, but they must have some skills in teaching (Helmawati, 2017). Meanwhile, Helmawati explained several skills that must be possessed by professional teachers, namely as follows:

1) Technical Skills

In technical skill, teachers must understand and be able to make teaching plans. The teaching plan includes management of the learning process, assessment of learning outcomes, and other matters related to learning objectives.

2) Interpersonal skills

In interpersonal skill, a teacher must have the ability to communicate with students in verbal and non-verbal language to create a pleasant and conducive atmosphere during the learning process.

3) Conceptual Skills

In conceptual skill, teachers are required to be able to think abstractly. It is intended that teachers can design different learning activities to develop students' skills and potential. The conceptual skills also help teachers to achieve educational goals.

4) Diagnostic Skills

In diagnostic skill, teachers must be able to diagnose various problems that arise, especially problems experienced by students. After that, the teacher must also study the problems that arise in order to find the best solution. Furthermore, the teacher must be able to overcome these problems and guide students in the right direction to achieve educational goals.

5) Analyzing Skills

In analyzing skill, a teacher must be able to analyze the problem. This really helps the teacher to make the right decisions regarding the problems that arise.

Besides, professional teachers must be able to teach according to existing teacher professional competence. Therefore, there are several competency field criteria that must be considered by professional teachers (Philip & Ramya, 2017), namely as follows:

- 1) Always involve and support students in the teaching and learning process.

This means that the teacher must activate students when learning in class, so that learning becomes student-centered. Furthermore, the teacher must provide a variety of strategies in teaching and resources to meet the needs of students. The teacher's creativity in choosing strategies and resources means that students think more critically and can solve existing problems. For example, the learning technique used by the teacher is group discussion. The teacher distributes discussion material to students via video and asks students to discuss with each other in their groups. When finished, the results of the discussion were presented by each group in front of the class.

- 2) Build and maintain an effective environment to support the learning process.

In this case, the teacher must be able to make students feel comfortable in participating in learning in class. Teachers need to create an atmosphere that promotes respect and equality. Besides, the teacher must also make the best use of time so that teaching

and learning activities can be effective. For example, in classroom learning, teachers occasionally share their life experiences which can generate interest, communication, or sympathy for students. Not only that, teachers can also give jokes to students so they do not feel pressured and the atmosphere in the class becomes more relaxed and less tense. However, the joke must be adapted to the situation and conditions in the class.

3) Able to understand and organize subject matter for students.

This means that the teacher must be able to convey knowledge using appropriate strategies related to the subject. Therefore, teachers must utilize modern technology, teaching materials, and good resources to support the learning process. This will make it easier for teachers, because there is more available subject matter. An example is using the latest topic as apperception and linking it to the material to be delivered. The topics discussed must be able to make students imagine related to these topics. The teacher must also be able to make students feel easier to understand the subject matter.

4) Planning instruction as well as designing learning experiences for students.

In this case, the teacher must set and mention learning objectives to students. Teachers also need to organize and develop instructional activities and materials for student learning.

In addition, teachers can adjust instructional plans according to student characteristics. For example, the teacher makes teaching modules as a guide in teaching students. The teaching modules are made based on the flow of learning objectives from schools and adapted to class conditions, which include students' abilities and characters, student needs, media, learning resources according to current developments, and learning objectives.

5) Conducting evaluation of student learning.

This means that before evaluating students, the teacher must communicate learning objectives to students. It aims to match the evaluation with learning objectives. The evaluation is not only carried out by the teacher, but also by the students. Therefore, teachers must guide students to be able to evaluate themselves. For example, teachers usually evaluate students at the end of the semester. However, teachers can provide evaluations to students every month. In essence, student evaluation is not only related to subject grades, but also about student character. Teachers can also give questionnaires to students to evaluate themselves and their friends.

6) Self-development to become a professional teacher.

In this case, the teacher's ability to develop himself consists of the ability to implement innovative curriculum and learning methods, the ability to broaden and deepen knowledge

related to learning methods, and the ability to involve groups of teachers to create and develop meaningful teaching methods. Therefore, as professionals should always improve professionalism. For example, participating in various trainings such as PPG, workshops, seminars, and others. In addition, teachers can read scientific journals related to the subjects they teach. Teachers can also conduct research appropriate to their field.

2. Teacher Competencies

a. Definition of Teacher Competence

In carrying out educational and teaching activities, teachers must master several existing competencies. The competence of a teacher is always related to the attitude, knowledge, and skills of the teacher. According to Mohammad Amin in Hamzah B. Uno states that teacher competence is inseparable from the concept of the nature of the teacher and the nature of the teacher's duties (Hamzah B. Uno, 2008). Teacher competence describes the teacher's responsibilities and duties related to the importance of the position of a teacher who strives for certain competencies.

Besides, competence can be interpreted as knowledge-based abilities and skills acquired by students, academic and life experiences, as well as adaptive values developed through learning and educational practice (Barannikov in Orazbayeva, 2016). The

knowledge and skills come from the experience of teaching students in class, understanding the characteristics and diversity of students, as well as the knowledge that comes from the student experience.

Furthermore, Gronczi and Hager in Daryanto stated that teacher competence is a complex combination of knowledge, skills, attitudes, and values shown by a teacher in carrying out a given task (Daryanto, 2013). Teacher competence can be seen as an important selection tool for the acceptance of future teacher candidates and can be used as a reference for teacher development.

Based on the various definitions that have been explained by the experts above, it can be concluded that teacher competence can be interpreted as a set of skills that must be possessed by teachers to achieve work results effectively and clearly. Teacher competence is also the ability of teachers to manage learning activities. Teachers who have the ability or competence will be more confident in working, so that this can improve their performance

b. Types of Teacher Competencies

From the perspective of national education policy, there are four types of teacher qualifications as professional teachers according to Ministerial Regulation Number 16 Year 2007 about Standard Academic Qualifications and Teacher's Competence, namely as follows:

1) Pedagogic Competence

Pedagogic competence is the ability to manage students learning which includes students understanding, design, and implementation of learning, learning evaluation and student development to actualize their various potentials.

2) Personality Competence

Personal competence is a personality ability that is steady, stable, mature, wise and authoritative as well as being a role model for students and having noble character.

3) Professional Competence

Professional competence is the ability to master learning material broadly and in-depth which enables them to guide students to meet the competency standards set out in the National Education Standards.

4) Social Competence

Social competence is the ability of teachers as part of society to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community.

The competence of language teachers is not different from the competence of general teachers. In this case, language teachers are also required to have four teaching competencies, namely pedagogic competence, personal competence, professional competence, and

social competence. The competencies in language teaching stem from general teacher education competencies, but there are some special characteristics because of their nature and purpose.

In essence, foreign language teachers have their own characteristics and goals. A good foreign language teacher must know the target language, culture, and educational knowledge which contains various kinds of knowledge (Drakulić, 2020). Teachers who have mastered the four main competencies above can be called qualified teachers.

c. The Importance of Teacher Competence

Teacher is a profession, which is a job that requires special expertise (Usman in Taniredja et al., 2016). To become a teacher, there are various requirements such as mastering learning strategies, techniques, skills, and teaching methods, as well as having passion and competence in teaching. In addition, teachers are people who are responsible for the quality of student performance, where they are required to be able to make students understand the learning material.

Teachers are also responsible for themselves, because they must continue to develop their competence to become professional teachers. Besides, the role of a teacher in the classroom are to guiding students, conveying knowledge, being a student role model, creating an environment for students, to understanding the difficulties students

experience. As a mentor, the teacher must be able to make students enjoy the learning process and motivate students to try to be the best.

Furthermore, conveying knowledge means that the teacher transfers the knowledge that has been obtained and teaches it to students. The teacher is a role model, so the teacher must have a good image. The teacher is in charge of creating an environment for students, in which the environment can be positive or negative. In addition, the teacher also has a role in understanding student difficulties, so that students who do not understand the material will be given another explanation by the teacher.

In EFL learning, as an English teacher must know their identity as a language teacher, what it means to be a language teacher, and their role in different environments (Richards, 2011). The characteristics of language teachers are also different from other subjects. English teachers are required to master various skills that other teachers do not have. These skills are listening, speaking, reading and writing. In addition, it needs to be understood that being a language teacher means being able to help students understand learning and make students able to speak the target language.

Successful teaching is supported by what the teacher has done in planning and implementing plans for the teaching process, not based on who the teacher is. Therefore, as a teacher must prepare all the requirements in teaching, namely teaching modules, teaching

techniques, and appropriate learning resources. Besides, the teacher must master several existing teacher competencies. The competencies that have been mastered by the teacher are a determining factor for the success of learning, so that learning objectives are achieved properly (Lisnawati, 2018).

In this case, the Government of Indonesia makes a requirement that teachers must master several existing competencies. Competence can help teachers carry out their duties and responsibilities properly. This competency also determines the teacher's ability to overcome problems that arise in real situations by using scientific knowledge and life experience (Kulsrestha, Dubasenyuk in Orazbayeva, 2016). So, it can be seen that teacher competence is needed to help teachers deal with real situations, both at home and abroad. Teacher competence can be used in the context of real performance such as managing all class resources, namely teachers; student; and the facilities in the classroom (Mulder, 2014).

In essence, a competent teacher will know how to teach good students so that their achievement will increase. Besides, teacher competence will make national education goals achievable. This is in accordance with Musfah's opinion which states that competence intends to achieve teaching and educational goals (Musfah, 2011). The hope of the Indonesian government is that Indonesian education can produce a generation that is knowledgeable, creative, independent,

intelligent, and fears God Almighty. Therefore, Indonesian education requires qualified teachers whose knowledge, skills, and performance results meet government standards.

Based on the things that have been explained above, it can be concluded that teacher competence is an important part of the world of education. Teacher competence influences teacher performance, so that competent teachers are considered capable of educating students well. As for good performance, it means that teachers can educate students in a professional manner, which includes explaining material correctly and correctly, selecting teaching materials according to student characteristics, and selecting media and learning resources that match the curriculum. In this case, the teacher can also take advantage of the potential or abilities possessed by students. That way, learning objectives are achieved so that the quality of education will also increase.

3. Professional Competence

a. Definition of Professional Competence

According to Lester quoted in Chao, the word profession comes from the Latin word *profiteor*, namely to develop a sense of acquiring expert knowledge and making formal commitments or connotations like taking an oath (Qiu, 2015). Professionals can also be said to have adequate competence. Competence can be interpreted as a person's

ability to perform certain tasks satisfactorily, which is obtained from experience, training, or certain informal education (Payong, 2011).

According to Mulder, professional competence is defined as a generic ability to produce sustainable effective performance such as problem solving; realizing innovation; and create transformations in specific professional domains, jobs, roles, organizational contexts, and task situations (Mulder, 2014). This competency is part of a generic competency which means a set of attitudes, knowledge, and skills that are aligned and can be used as a real performance context. Someone who has professional competence will act effectively and responsibly according to the specified performance standards.

Furthermore, professional competence is defined as mastery of broad and in-depth subject matter, which includes mastery of material based on the school curriculum, scientific subjects covering the material, and mastery related to methodology and scientific structure (Arifi et al., 2017). In this case, teachers in their professional competence are required to have a real understanding of the subjects they teach. That is, teacher must really understand the learning material, so they can know the purpose of studying the material

Based on the explanation that has been described above, it can be concluded that professional competence is an ability related to mastery of teaching materials in the field of study broadly and in depth, which includes mastery of the content of curriculum subject

matter in schools and scientific subjects that cover the curriculum material, as well as professional development as a teacher.

b. Factors of Teacher Professional Competence

Here are four factors that emphasize the development of teacher professional competence, especially foreign language teachers (Karpova et al., 2018), namely as follows:

1) Cultural and language competence.

These competencies refer to the teacher's ability to carry out and communicate foreign language teaching in class. This includes the ability to inherit linguistic knowledge or culture, communicate clearly in language classes, and use grammar in various contexts related to teaching foreign languages properly.

As for cultural and language competence, it means that the teacher can make teaching modules and the material that is made must be able to adjust to the abilities of students. On the other hand, the delivery material from the teacher must use correct grammar and avoid using unscientific language or unclear words. So, as a professional teacher, you must be able to distinguish between ways of communicating orally and in writing with students, parents, and other members of the public.

2) Linguistic and didactic competence

These competencies relate to the learning process in order to achieve goals and assess student development. The main focus

is on pedagogic activities, such as managing the classroom atmosphere, the process of teaching and learning activities, to solving a problem. For example, giving apperceptions about material and students experiences, creating a good classroom atmosphere by using jokes so students do not feel afraid, conveying material clearly, utilizing learning media, and providing exercises for students.

3) Social and educational competence

These competencies are competencies related to the social context in education, such as social interaction, teacher cooperation, and self-development in using Information and Communication Technology (ICT). In this case, social interaction intends to develop education, for example teachers participate in MGMP, use ICT to facilitate learning, share educational websites, and ask students to write essays about them.

4) Professional and educational competence

These competencies include the skills to manage professional development individually as well as teaching groups and demonstrate a responsive and ethical professionalism. Skills in developing this professional attitude are the ability to take advantage of opportunities to increase their skills. The examples of teacher professional development include participating in seminars or workshops, reading relevant journals related to the

field of study, and participating in MGMP, PPG activities, and so on.

c. Teacher Professional Competence Requirements

In essence, the teacher is someone who plays an important role in teaching and learning activities and acts as a professional in accordance with their duties and responsibilities. In this case, teachers must have certain requirements to be able to fulfill their duties and responsibilities. This requirement is what distinguishes the teaching profession from other professions. The following are requirements related to teacher professional competence (Mulyasa, 2009), namely as follows:

1) Administrative requirements

These administrative requirements are closely related to government requirements, for example having citizenship status and having a certificate according to standards.

2) Technical requirements

These technical requirements are related to teacher skills such as the ability to design teaching programs, teaching skills, and having high motivation to teach.

3) Personality requirements

These personality requirements are related to physical and spiritual health conditions. Therefore, the teacher must have a good personality and comply with applicable norms.

With these three requirements, it is hoped that teachers can carry out their role properly as educators, because the teaching profession is a profession that requires special qualifications. In addition, to become a professional teacher, one must master the right forms of teaching and education. The following are other requirements that must be met as a professional teacher (Asdiqoh, 2012), which include:

- 1) Have academic qualifications, as evidenced by a certificate of education level owned by the teacher in accordance with the type and unit of formal education where he is studying.
- 2) Have teacher competence
- 3) Have educator certification or have been certified
- 4) Physically and mentally healthy
- 5) Have the ability to achieve national education goals.

Based on the results of the professional teacher requirements above, it can be concluded that teachers must meet these various requirements, so that they can be said to be professional teachers. Besides, the process of learning and teaching will be easier and more focused if these important requirements have been met by a professional teacher.

d. Characteristics of Teacher Professional Competence

Basically, teachers have competency measures that are considered professional, namely with the following characteristics (Muhaimin et al., 1999) :

- 1) Have formal requirements, namely in the form of a Bachelor of Education degree. This is an absolute requirement for those who want to carry out their duties and authority as teachers.
- 2) Understanding the curriculum

In this case, the curriculum at the school level must be understood by teachers. The curriculum will continue to develop according to changes in government policies and the demands of the times, so teachers must understand the curriculum as a whole and continuously.

- 3) Mastering learning methods

This means that every teacher must master the learning methods that have been planned beforehand. Teachers are also required to be able to identify what characteristics are in accordance with the conditions of students as subjects of learning objectives.

- 4) Understanding students psychology

An understanding of the psychological condition of students is something that must be done as a good teacher. This is

useful for controlling and improving teaching and learning activities.

- 5) Knowing the condition of students, which includes:
 - a) Motivation and enthusiasm of students to learn
 - b) Creating motivation for students
 - c) Fostering student attitudes to be good
 - d) Understand the rules in the teaching and learning process

Teachers become innovative because they develop their literacy skills, especially in terms of understanding students' conditions. Teachers are required to be able to identify the characteristics of students' conditions. Therefore, it can be said that a professional teacher is someone who has professional competence

e. Teacher Professional Competency Indicator

There are several indicators of teacher professional competence (Wijaya, 2018), which are as follows:

- 1) Mastering the material, structures, concepts, and scientific mindsets that support the subjects being taught.

This ability means that the teacher understands what will happen, be done, as well as how to do it. For example, before starting learning, the teacher must prepare teaching modules that are appropriate to students' abilities. Furthermore, the teacher explains the material correctly to students and utilizes learning media to support teaching and learning activities in class. After at

the end of the lesson, the teacher asks questions to students to see the level of understanding of these students. Basically, teachers who master related structures, concepts, and scientific mindsets are teachers who carry out lesson plans, teach students, and carry out learning evaluations (Janawi, 2011).

- 2) Mastering Competency Standards and Basic Competency in the subject/field of development being taught.

The ability to master the competency standards and basic competency consists of the ability to master the learning objectives flow (*Alur Tujuan Pembelajaran*), the ability to develop teaching modules correctly and carefully, the ability to understand subjects or student academic potential, and the ability to understand the purpose of each learning activity (Rahmawati & Nuryani, 2020). Competency standards and basic competency become a means for developing curriculum, so that teachers can explain, develop, and analyze indicators in accordance with the achievements of the situation and conditions of the school. This will certainly affect the teacher's ability to develop appropriate assessment tools. Besides, after understanding the competency standards and basic competency, the teacher is able to determine learning techniques that are appropriate to students' abilities, so that learning objectives will be achieved.

3) Develop subject matter taught creatively.

The ability to develop subject matter creatively means that teachers must have the ability to describe material standards in accordance with the applicable curriculum. Therefore, teachers are required to determine material that is relevant and appropriate to the needs of students (Rahmawati & Nuryani, 2020). Mastery of this ability has a goal so that the subject matter that will be studied by students becomes meaningful, so that they will find it easier to understand the learning material. As for creative material development by the teacher, he must still pay attention to scientific principles, so that the creative process does not deviate from the learning objectives.

4) Develop professionalism in a sustainable manner by taking reflective action.

The ability to develop professionalism in a sustainable manner by carrying out this reflective action includes several indicators, such as the ability to continuously reflect on performance, the ability to conduct classroom action research as an effort to improve performance and the profession, as well as the ability to keep up with the times through learning from various sources (Rahmawati & Nuryani, 2020). In this continuous professional development activity, teachers are required to develop innovative abilities and be sensitive to developments in

the field of education. This aims to improve the quality of schools as well as develop learning for students. The development activities can be carried out with reflective activities such as self-evaluation, assessing the effectiveness of learning, and also developing practical knowledge through deliberation activities with fellow teachers.

- 5) Utilizing information and communication technology to develop themselves.

In the current era, teachers are required to be able to operate and master ICT as a more effective learning tool. This makes teachers more innovative because they can develop their literacy skills, especially in terms of collecting information that does not only copy existing information, but also evaluates the information available on the internet as a whole. Meanwhile, students can learn important skills such as citing correct references to avoid copyright issues and plagiarism. Students also become excited when they get assignments from the teacher to carry out this internet-based activity. Basically, teachers will be happy if they succeed in creating ICT-based outputs as an effort to improve their ICT skills and literacy (Briones, 2018).

f. Problems Faced by Teacher in Professional Competence

In the learning process, every teacher must have their own problems. These problems can come from outside or from the teacher himself. The followings are some of the problems faced by teachers (Kerimbaeva et al., 2016), which include:

1) Develop teaching modules.

In this case, every professional teacher is asked to create creative teaching modules that reflect the various characteristics of their students. As for asking the teacher to make the teaching module is a way to assess the level of teacher professionalism in planning the teaching and learning process (Kerimbaeva et al., 2016). Teachers who succeed in making teaching modules well, then the teacher can be said to be qualified in his profession. This is because in making this teaching module requires a deep understanding related to subject matter, student needs, student characteristics, class conditions, and the basics of education.

But in reality, there are still many teachers who experience difficulties in creating and developing teaching modules. Teachers from vocational schools find it difficult to understand and make teaching modules well (Prawiro, 2019). The teacher knows that his weakness is in making good teaching modules.

2) Choose a learning technique.

Currently, teachers are still less creative in choosing learning techniques. Most of them just follow the steps of the activities that are already in the teaching module. The steps of learning activities are also the same as the sequence of activities. Besides, learning techniques that should be student-centered, but now there are still many teacher-centered ones. Currently, teachers do not play a full role as agents of knowledge transfer (Daud, 2018). In addition, teachers also do not try to innovate and be creative in their learning activities. Teachers are not aware that this creativity is important in choosing learning techniques, because it can help teachers to adapt to different student learning techniques and can create a comfortable learning atmosphere.

3) Lack of understanding of the *kurikulum merdeka*.

The *kurikulum merdeka* has been established by the Indonesian government as the national curriculum in the Indonesian education system. In this case, there are several differences between the last curriculum, namely the 2013 curriculum and the *kurikulum merdeka*. This presents a challenge for teachers who have to adapt to the latest curriculum. In this *kurikulum merdeka*, the learning process should be student-centered, but many schools are still teacher-centered. This means

that the majority of teachers currently still use direct teaching and are the center of attention in class (Kerimbaeva et al., 2016).

Besides, character education in the *kurikulum merdeka* is different from the 2013 curriculum. In the *kurikulum merdeka* there are P5 activities or “*Proyek Penguatan Profil Pelajar Pancasila*”, where these activities used 20-30% time allocation which is cut from class hours (Hamzah et al., 2022). This certainly causes the teaching and learning process to be less effective because of time constraints.

Furthermore, the teacher stated that they must use Information and Technology (IT). In other words, the teacher must update the material and form of student work in accordance with the current curriculum (Shinta, 2018). The application of technology in the learning process is considered difficult for a teacher.

4) Evaluating and assessing student learning.

Assessment can mean the process of assessing students which leads to learning. This assessment is a reflection of the learning objectives to be achieved. Currently, the teacher is still focusing on daily tests to measure students' ability to understand the subject matter. There are still many teachers who do not have sufficient knowledge and skills to apply the latest assessment system, so they still focus on summative assessment only (Akbari,

2015). In this case, the teacher does not use a different testing method. They only emphasize student test performance compared to student performance in real situations.

4. *Kurikulum Merdeka*

a. Definition of *Kurikulum Merdeka*

The Minister of Education and Culture in Indonesia, Nadiem Makarim launched a new curriculum called the *kurikulum merdeka*. *Kurikulum merdeka* is also often referred to as independent learning. This curriculum was developed as a more flexible curriculum framework, as part of a learning renewal initiative that focuses on core content, character development, and student skills. Nadiem Makarim's curriculum has the main concept of independent learning, namely freedom of thought (Indarta et al., 2022). In essence, this *kurikulum merdeka* aims to provide freedom for teachers, students, and educational units to learn independently, creatively, and innovatively.

Based on this statement, it can be defined that *kurikulum merdeka* as a curriculum that liberates citizens in educational units, especially for students who have fundamentally different talents, interests, and also potential to be developed and perfected properly and correctly (Laila et al., 2022). Besides, the government has stated that the main characteristics that support learning regeneration include: 1) Project-based learning to develop character and soft skills according to the “*Profil Pelajar Pancasila*”, 2) Learning focuses on

important material so that you have enough time to studying basic skills such as literacy and numeracy in depth, and 3) There is independence for teachers in carrying out learning that is differentiated according to the abilities of students (Rohimajaya et al., 2022).

Proyek Penguatan Profil Pelajar Pancasila in the *kurikulum merdeka* is used as Graduate Competency Standards. Pancasila students can be interpreted as students who are competent and have character according to Pancasila values throughout their lives. Students with this profile are students who are fully developed in six dimensions, namely: 1) Faith, piety to God Almighty and noble character; 2) Global diversity; 3) Mutual Cooperation; 4) Independent; 5) Critical reasoning; 6) Creative. Besides, *Proyek Penguatan Profil Pelajar Pancasila* were developed into certain themes determined by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.

Furthermore, *Capaian Pembelajaran (CP)* in the *kurikulum merdeka* is an integration of KI and KD. There are terms of phase (related to competency) and class (related to age) from previously only class. Then, the *Alur Tujuan Pembelajaran (ATP)* in the *kurikulum merdeka* is a form of syllabus and teaching modules are a form of lesson plans. In the previous curriculum, it still used the *Kriteria*

Ketuntasan Minimal (KKM), but in the *kurikulum merdeka* it changed to the *Kriteria Ketercapaian Tujuan Pembelajaran* (KKTP).

On the other hand, the individual student projects in the independent curriculum are thematically integrative joint projects integrated into project modules in order to strengthen the Pancasila Student Profile, which is based on competencies that are holistically intact compared to the previously separate ones. Regarding the approaches and learning models that were previously set, now they are being liberated, which means that there is nothing that is the best. In the current *kurikulum merdeka*, assessment is oriented towards its function (formative and summative), where formative assessment is more dominant. The initial assessment becomes competency mapping capital for learning (Ditya et al., 2023).

Based on the explanation above, it can be concluded that the *kurikulum merdeka* is a curriculum with various types of intracurricular learning whose content is more optimal, with the aim that students have enough time to explore concepts and strengthen their competencies. In essence, this *kurikulum merdeka* provides opportunities for teachers to be more flexible in developing learning tools and gives students the freedom to adjust their learning interests and needs.

b. The Role of the Teacher in the *Kurikulum Merdeka*

In implementing the learning process, the teacher plays a very essential role. Teachers must be able to carry out their duties such as fostering and guiding students, so that they can find their identity through the learning process. As stated in RI Regulation Number 19 of 2005 concerning National Education Standards, that "The quality of education is said to be of quality if the learning process in educational units is carried out in an interactive, inspiring, fun, challenging, and motivating way for students to achieve actively and provide sufficient space as initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students" (Rahmansyah, 2021).

Being a teacher whose job is to educate students is certainly not an easy thing, because each student has different characteristics, needs, and problems (Alfath et al., 2022). In the Islamic context it is explained that a teacher must have intellectual intelligence and character intelligence. It is intended that the teacher can be a good role model for students and the surrounding community in carrying out their duties.

A teacher is likened to an intermediary between God and His creatures, to convey and evaluate all useful knowledge and information. In this case, the relation is that the teacher has the highest

position after prophethood (Alfath et al., 2022). In fact, a teacher is someone who deserves to be admired and emulated.

On the other hand, the teacher is a fairly heavy and complex profession, because it requires direct interaction with human subjects and objects. In addition, the teacher is the most important human element in learning activities (Ilyas. I, 2022). The teacher can be said to be the only profession that plays a role in shaping students to become complete human beings.

In essence, the concept of independent learning, teachers have an important influence on student development, both from a cognitive, affective, and psychomotor perspective. The birth of this independent learning policy leads to the role of a teacher, namely implementation which includes teacher leadership, learning companions or facilitators, innovative and creative teachers, as well as teachers with character and independence (Aritonang & Armanto, 2022).

The following are some of the teacher's roles in the context of independent learning, namely as follows (Sudaryani & Munawaroh, 2022):

- 1) Teachers must be able to design learning according to the needs of students

In this case, a teacher, especially an English teacher, must be able to create an interactive learning environment and use existing technology in every teaching process. Teachers must also

be familiar with digital technology to support better learning. Meanwhile, if there are teachers who do not know how to use and utilize technology in their learning, they must be prepared to improve their skills by attending training courses or self-study from various existing learning sources. Teachers should be able to make learning fun for students.

For example, if learning English is delivered interactively with media supported by digital technology, then this will make it easier for them to learn. As for that, it will all be even more interesting if teachers can make various applications for learning English. Basically, the use and application of technology to support learning will increase students' enthusiasm and creativity in learning.

2) The teacher must reflect on various learning activities

In the era of independent learning, teachers are required to reflect on what students have done in class, including the techniques and methods used, whether they are appropriate or not, then what material is presented, and everything that happens during the learning process must be reflected. inside it. This reflection is important for a teacher to further improve the learning process at the next meeting.

- 3) Teachers must be able to develop teacher competence.

This means that competence is the main key for professional teachers. In today's self-learning era, English teachers must be able to improve the quality of the language used when teaching in class, because this will bring knowledge and understanding to students' critical thinking, good attitudes, and their passion for learning. Therefore, good communication quality must be achieved by English teachers.

- 4) Teachers must conduct alternative assessments and not only focus on traditional assessments.

This means that the teacher must make a comprehensive assessment, namely all aspects that describe student abilities must be part of the assessment. In essence, the assessment is not only based on filling in the answer sheet, but also communication skills, learning motivation, and student activity during the learning process must be part of the assessment.

Therefore, assessment in the era of independent learning as it is now is no longer limited to failure or high scores. Assessment is carried out to determine the progress, strengths, and weaknesses of students. This will certainly increase student motivation in learning. The alternative assessment will also provide opportunities for students to correct deficiencies and improve their skills.

- 5) The teacher must be committed to bringing learning to a better direction.

In this case, commitment is important to educate and motivate students, so that learning English remains fun in the era of independent learning as it is now. As for the case in improve English competence, students can search from various sources such as the internet, meaning that the teacher here is not the only source of information for students. However, the presence of a teacher will never be replaced in the teaching and learning process. Teachers play a very important role in leading, guiding and motivating their students, so that teachers cannot be replaced by digital technology.

B. Previous Related Studies

Previous studies related to this research was useful as reference material by researcher in their research. It is also used to find out the differences between previous research and current research. Researcher took five previous studies from theses related to this research, namely the professionalism of English teachers in the *kurikulum merdeka*. The several studies related to this research are as follows:

The first previous study was by Adila Faaiza Alvi (2022) from Raden Mas Said State Islamic University Surakarta in his research entitled "A Descriptive Study of English Teacher Professional Competence in Curriculum Emergency of Eight Grades at MTs N 3 Ponorogo in Academic Year

2021/2022". This study aims to determine the efforts of teachers in teaching English and the professionalism of English teachers in the emergency curriculum. The results of this study stated that there were various teacher efforts in teaching English and teachers at MTs N 3 Ponorogo had implemented professional competence in the emergency curriculum. This means that the teacher has fulfilled the criteria as a professional teacher in accordance with the theory that has been presented with teacher professional indicators. This study used a qualitative descriptive design. The subject in this study was an eighth grade English teacher at MTSN 3 Ponorogo. As for collecting data, researcher used observation, interviews, and documentation.

The second previous study was conducted by Ulfa Zakirah (2022) from Ar-Raniry State Islamic University Banda Aceh entitled "The Impact of Teachers Professional Competence on Students Performances". This study aims to determine the professional competence of SMAN 11 Banda Aceh teachers and their impact on student performance in class. The results of this study stated that teacher A had an average score of 63.5063 and teacher B 73.9765, so both of them were in the criteria for good teacher professional competence. Research using quantitative methods. The subject in this study are second grade students of SMAN 11 Banda Aceh, namely 115 students from 4 classes where 4 classes were taught by 2 teachers, and each teacher taught two classes. As for collecting data, researcher used a questionnaire technique with 25 questions prepared for second grade students and documentation techniques were also used in this study.

The third previous study was by Annisa Nadia (2020) from IAIN Bengkulu in her research entitled "An Analysis of Teacher Competence on Teaching Learning Process of English at SMAIT IQRA Bengkulu City". The purpose of this study was to determine the extent to which teachers are competent in pedagogic, personality, social, and professional competencies. The results of this study indicate that personality and social competencies are relatively higher when compared to pedagogical and professional competencies, but overall it is concluded that teachers in these schools are professional teachers, because they are significantly concerned with matters such as mastery of material, utilization of technology, as well as professional competence. This research design is a qualitative by used case study method. Collecting data in this study used observation, interviews, and also documentation. The subjects of this study were two English teachers at SMAIT IQRA Bengkulu.

The fourth previous study was conducted by Purwati (2020) from Semarang State University entitled "English Teachers' Professional Competence Performance in Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum in SMA Negeri 1 Doro Pekalongan". This study aims to 1) explain how English teachers in SMA Negeri 1 Doro Pekalongan prepares RPP 3.9 and 4.9 basic competencies according to the 2013 curriculum, 2) explains how English teachers in SMA Negeri 1 Doro Pekalongan implement lesson plans with their professional competence in teaching English in class, and 3) explain the strengths and weaknesses of English teachers in SMA Negeri

1 Doro in their implementation related to professional competence in lesson plans 3,4 and 4,9 basic competencies according to with the 2013 curriculum. The results of this study stated that English teachers at SMA Negeri 1 Doro had succeeded in applying professional competence in lesson plans 3.9 and 4.9 Basic Competencies of Class X Learning English Using the 2013 Curriculum. This research design uses a qualitative case study. The subjects of this study were two English teachers at SMA Negeri 1 Doro. Data obtained through interviews, observation, and documentation.

The last previous study by Aini Safitri (2019) from the Islamic University of Riau Pekanbaru in her research entitled "An Analysis of Professional Competence of English Teachers at SMPN 4 Siak Hulu". This study aims to analyze the professional competence of English teachers. The results of this study are that there are five indicators of professional competence owned by English teachers, and one of the highest scores is found, namely mastering the basic competency standards of the subject, amounting to 32%. From these results, it can be concluded that professional competence has been mastered by English teachers at SMPN 4 Siak Hulu. This study used a qualitative descriptive design. Data collection was carried out using interviews and questionnaires. The subjects in this study were six English teachers at SMPN 4 Siak Hulu.

Table 2.1. The Similarities and the Differences of the Previous Study

No	Researcher	Title	Similarities	Differences
1.	Adila Faaiza Alvi (2022)	A Descriptive Study of English Teacher Professional Competence in Curriculum Emergency of Eight Grades at MTs Negeri 3 Ponorogo in Academic Year 2021/2022.	<ol style="list-style-type: none"> 1. The research design using descriptive qualitative. 2. Data collection techniques uses observation, interviews, and documentation 	<ol style="list-style-type: none"> 1. The research subject was an eighth grade English teacher, while the researcher used two English teachers who teach in tenth grade. 2. The place of research is at MTSN 3 Ponorogo which implemented the emergency curriculum, while the research location is at SMAN 2 Wonogiri which implemented <i>kurikulum merdeka</i>. 3. The theory used to formulate indicators of teacher professionalism in this study is from Permendiknas Number 16 of 2007, while researcher in this study used the theory by Iwan Wijaya in 2018.
2.	Ulfa Zakirah (2022)	The Impact of Teachers Professional Competence on Students Performances .	The object of research is related to the professional competence.	<ol style="list-style-type: none"> 1. The research design used quantitative method, while the researcher used descriptive qualitative method. 2. The research subject was second grade students of SMAN 11 Banda Aceh, namely 115 students from 4 classes, meanwhile the researcher used two English teachers who teach in tenth grade. 3. The research data collection is used questionnaires and documentation, while the researcher in this study used observations, interviews, and documentation. 4. The place of research is at SMAN 11 Banda Aceh, while the researcher was conducted the research is at SMAN 2 Wonogiri.

3.	Annisa Nadia (2020)	An Analysis of Teacher Competence on Teaching Learning Process of English at SMAIT IQRA Kota Bengkulu.	<ol style="list-style-type: none"> 1. The research subjects using two English teachers. 2. Using qualitative design 3. Data collection techniques uses interviews, observation, documentation 	<ol style="list-style-type: none"> 1. The place of research is at SMAIT IQRA Bengkulu, while the place where the researcher conducted the research is at SMAN 2 Wonogiri. 2. The research object is related to the four teacher competencies, namely personal; social; professional; and pedagogical competence, while the researcher focused on teacher professional competence.
4.	Purwati (2020)	English Teachers' Professional Competence Performance in Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum in Sma Negeri 1 Doro Pekalongan.	<ol style="list-style-type: none"> 1. The research subjects using two English teachers. 2. Using qualitative design 3. Data collection techniques uses interviews, observation, documentation 	The place of research is at SMAN 1 Doro Pekalongan which implemented the 2013 curriculum, while the researcher was conducted research is at SMAN 2 Wonogiri which implemented the <i>kurikulum merdeka</i>
5.	Aini Safitri (2019)	An Analysis of Professional Competence of English Teachers at SMPN 4 Siak Hulu.	<ol style="list-style-type: none"> 1. Object of research are related to the professional competence of English teachers. 2. The research design is using descriptive qualitative. 	<ol style="list-style-type: none"> 1. The research subjects used six English teachers, while the subjects that the researcher used when conducting their research were two English teachers. 2. The place of research is at SMPN 4 Siak Hulu, while the place of research is at SMAN 2 Wonogiri. 3. The research data collection used questionnaires and interviews, while the researcher in this study used observation, interviews, and documentation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this research used descriptive qualitative. In qualitative research, the researcher is the key instrument that examines the natural condition of objects. Qualitative research is an approach process to understand and investigate an individual or group that considers social or human problems (Creswell, 2018). This study describes the professionalism of teachers in teaching English, namely the characteristics of professional teachers, professional teacher requirements, and indicators of professional teacher competence.

As for qualitative research, it can also be interpreted as research that aims to understand the phenomena experienced by research subjects, such as perceptions, motivations, actions, and behaviors in a comprehensive manner with the help of descriptions in the form of words or language in certain natural contexts, and using several natural methods as well (Moleong, 2016). Besides, descriptive research is a study that aims to describe a phenomenon that exists, both natural phenomena and man-made phenomena. Qualitative descriptive research is defined as a research method used to describe existing phenomena as accurately as possible. Based on this, the purpose of this study was to find out and compile factually, accurately, and systematically regarding the professional competence of teachers in teaching English at SMA N 2 Wonogiri.

B. Research Setting

1. Place of research

To facilitate research, it is important for a researcher to know, define and limit his research. In this case, the research was conducted at SMA N 2 Wonogiri which is located on Jl. Nakula V, Wonokarto, Wonogiri, Wonogiri, Central Java. The E-mail from SMA N 2 Wonogiri is sman2_giri@yahoo.com, and the website is <http://www.sma2-wng.sch.id/>. SMA N 2 Wonogiri is one of the favorite schools in the Wonogiri district which has received "A" accreditation from the government. In addition, SMA N 2 Wonogiri is considered good and of high quality, both from teachers and students.

2. Time of research

This research was conducted from December until June 2022/2023.

Table 3. 1 Time of Research

No.	Schedule	Dec 2022		Jan 2023				Feb 2023				March 2023				April 2023				May 2023				June 2023		
		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	
1.	Asking Permission	■																								
2.	Pre-research		■																							
3.	Write a Proposal Thesis			■	■	■	■	■	■	■																
4.	Thesis Proposal Guidance									■	■	■	■	■	■											
5.	Seminar Proposal																									
6.	Observing and Interview																									
7.	Collecting Data																									
8.	Analyze Data																									
9.	Submitting the Report																									
10.	<i>Munqosyah</i>																									■

C. Research Subject

The subjects of this study were two English teachers who teach in tenth grade of SMA N 2 Wonogiri in the 2022/2023 academic year. Researcher have made pre-observations before determining the research subjects. It is useful to find out more about the subject profile. In this study, researcher made subject criteria that considered professional teachers.

The subjects in this study were Mrs. E.K and Mrs. S.S who taught the tenth grade of SMA N 2 Wonogiri. In terms of improving skills, they attended several workshops and seminars related to education such as MGMP, training for *kurikulum merdeka*, and making teaching modules. In addition, they already have teacher certification as one of the requirements to become a professional teacher.

D. Data and Source of the Data

1. Data

Data can be interpreted as something that is collected by researcher in the form of empirical facts that are used to answer research questions or solve a problem (Siyoto & M. Ali Sodik, 2015). In this study, researcher want to know directly related to the practice of English teachers professional competence in *kurikulum merdeka*. Next, the researcher entered the class to observe and interview the English teachers regarding their professional competence. By going through these observations and interviews, the researcher was finally able to obtain the information

needed. In this case, the researcher was conducted an interview the research subjects directly and on schedule.

2. Source of the Data

In research, the data source is the subject from which the data can be obtained and has clear information regarding how to retrieve and process the data. Data sources can also be interpreted as a place where data is obtained using certain methods, namely in the form of artifacts, documents, or humans (Sutopo, 2006).

In this study, the sources of the data comes from direct observation, interviews with informants, and documentation in the form of teaching modules, *PowerPoint*, and several certificate of trainings or workshops from the teachers to strengthen data. The research data was collected from participants and informants. The main data obtained from teacher interviews, while the supporting data obtained through classroom observations and documentation.

E. Research Instrument

The key instrument in this study is the researcher himself, because it is qualitative (Sugiyono, 2016). The researcher in the entire research process acts as a designer, data collector, data analyst, data interpreter, and research result reporter. The instruments to collect data used observation (observation sheet), interviews (interview guideline, tape recorder, notebook, camera), and documentation (teaching modules, *PowerPoint*, and several certificate of trainings or workshops).

F. Techniques of Collecting the Data

Researcher must use several data collection techniques simultaneously, in order to gain an in-depth understanding of the object of research. So, there are three techniques used in collecting research data, namely through observation, interview, and documentation (Sugiyono, 2016).

1. Observations

In observation activities, researcher observe the conditions of the field to be studied. This observation activity helps researcher in ensuring the data that has been obtained. There are three types of observation in research, namely direct observation, participatory observation, and unstructured observation (Sugiyono, 2016).

This study uses direct observation. First of all, the researcher asked permission from the school principal and expressed his wish to make observations at SMA N 2 Wonogiri. Next, the researcher met the research subject, namely the English teachers in the tenth grade of SMA N 2 Wonogiri. After that, the researcher coordinated with the English teachers to organize the observations. Finally, the researcher observed professional competence of English teachers in *kurikulum merdeka* and problems faced by teachers related to the professional competence in *kurikulum merdeka* at SMA N 2 Wonogiri in academic year 2022/2023.

2. Interviews

In research, interviews aim to obtain more in-depth data. Interviews can be interpreted as a cooperative effort between two people to exchange information through questions and answers, so that any topic can be

resolved (Sugiyono, 2016). In this case, the researcher was provided several questions regarding matters related to the research topic to the informants. There are three types of interviews in research, namely structured, semi-structured and unstructured interviews (Esteberg in Sugiyono, 2016).

This study used structured interviews. Before the interview, the researcher prepared several lists of questions in advance. Next, the researcher conducted interviews with the informants and wrote down the answers. The researcher brought interview instruments such as notebooks, tape recorders, cameras, and interview guides that were used to help with documentation. This interview method used by researcher to obtained data about English teachers of tenth grade at SMA N 2 Wonogiri, to find out the professional competence of English teachers, and the difficulties experienced by English teachers while teaching.

3. Documentation

Documentation is a data collection technique that is in accordance with research objectives by collecting and analyzing documents, both in written and electronic form (Sukmadinata, 2011). This documentation is important in qualitative research, because it makes research results more valid. The researcher used documentation to obtain information about teacher professionalism with teacher certification, as well as to obtain material from teachers such as teaching modules, *PowerPoint*, and several certificate of trainings or workshops from the teachers to strengthen data.

G. Trustworthiness of the Data

This research uses a qualitative method, so it is related to the reliability of the data obtained from observation, interviews, and documentation. Then, to see whether the research findings are credible or not, it is necessary to check using triangulation. Triangulation can be interpreted as a technique used to check the correctness of data that utilizes something other than the data, for purposes of comparison or data checking (Moleong, 2016). Based on that check, there are four types of triangulations, namely as follows:

1. Source triangulation, namely comparing observations with interview data. This was obtained by comparing what people said in public and privately by comparing the results of interviews with other informants. Therefore, from the results of this comparison, a common thought; view; and opinion will be obtained which will then produce better truths from various sources.
2. Method triangulation, which is used to check the level of trust in research results with various existing data collection techniques.
3. Triangulation by utilizing other researcher with the aim of re-checking the level of confidence in the data.
4. Theory triangulation, namely triangulation that is used to discuss the problem of more than one theory.

This triangulation method was used by researcher to collect data. As for data collection, researcher used interviews, while others used observation and documentation. It aims to obtain specific information in accordance with research objectives.

H. Techniques of Analyzing the Data

Data analysis can be defined as a process of finding and compiling data obtained from field notes, interview results, and documentation in a systematic way by organizing data, describing it into units, synthesizing, compiling data, selecting important parts to learn, and making conclusion so that it is easy to understand by others and yourself (Sugiyono, 2016). The data analysis technique in this study used interactive data analysis by Miles and Huberman namely data reduction, data display, and conclusion drawing/verification (Sugiyono, 2016).

1. Data Reduction

Data reduction is summarizing, choosing, focusing on important things in finding patterns and themes, and removing unnecessary ones (Sugiyono, 2016). In this case, the researcher summarized and selected essential data needed for research finding. Data reduction makes it easier and provide a clearer picture to researcher. The researcher needs this data reduction process to remove data that is not needed, so that the goals expected by the researcher can be achieved.

2. Data Display

In displaying data for qualitative research, it can be done in the form of brief descriptions, flowcharts, charts, or relationships between categories. The form of data commonly used in qualitative research is narrative text. The presentation of this data is useful to make it easier for researcher to understand what happened and to be able to plan further research according to what has been understood (Sugiyono, 2016).

3. Drawing Conclusion/Verification

Conclusions in qualitative research are new findings that have never existed before (Sugiyono, 2016). These findings can be in the form of descriptions of objects or descriptions that previously seemed unclear, which became clear after research was carried out. Conclusions drawn by researcher must be able to answer the formulation of the problem that has been set. The conclusion that is credible must be supported by strong evidence and can proceed to the implementation stage of the research results.

CHAPTER IV

RESEARH FINDINGS AND DISCUSSION

In this chapter, the researcher explained the main findings from observations and interviews related to professional competence and issues of professional competence of English teachers in the *kurikulum merdeka* at SMA N 2 Wonogiri.

A. Research Findings

This chapter presents the research findings. The aims of this study are 1) to describe the professional competence of English teachers in the *kurikulum merdeka* for class X at SMAN 2 Wonogiri and 2) to describe the problems faced by English teachers related to their professional competence in the *kurikulum merdeka* for class X at SMAN 2 Wonogiri.

1. Professional competencies of the English teachers in *Kurikulum Merdeka* for tenth grade at SMAN 2 Wonogiri in the 2022/2023 academic year

In this case, the researcher used two teachers who taught English in class X SMA N 2 Wonogiri. They are Mrs. E.K and Mrs. S.S. Mrs. E.K as an English teacher has a profile as an educator with 24 years of teaching experience and has taught at 2 schools at the same time, namely SMA N 3 Wonogiri and SMA N 2 Wonogiri. Mrs S.S has 29 years of teaching experience. In 1994, Mrs. S.S has started teaching at Pekalongan Kesesi High School and in 1998 transferred to SMA N 2 Wonogiri until now.

Based on observations that have been made by researcher in several schools, the researcher found a professional teacher fit for Mrs. E.K and Mrs. S.S at SMA N 2 Wonogiri. This is because the two teachers have had a lot of experience teaching at school, developing their potential, such as attending several workshops and seminars, and of course they have passed the PLPG program as evidenced by the existence of an educator certificate as one of the requirements to become a professional teacher.

Besides, researcher obtained data about the professional competence of English teachers in the *kurikulum merdeka* through observations, interviews, and documentation. Based on this, there are findings obtained by researcher after conducting research on the professional competence of teachers in teaching English at SMA N 2 Wonogiri, namely as follows:

- a. Mastering the materials, structures, concepts, and scientific mindsets that support the subjects being taught.

Researcher found data on mastery of material, structure, concepts, and scientific mindsets that support the subjects taught through observation, interview, and documentation.

Based on observations, researcher found data on mastery of material, structure, concepts, and scientific mindsets. Before starting to teach, Mrs. E.K and Mrs. S.S have planned their teaching with respect to teaching modules in accordance with the *Alur Tujuan Pembelajaran* (ATP), as a guideline for teaching. With the teaching module, it is easier for the teachers to teach so that they can achieve the learning objectives.

Mrs. E.K and Mrs. S.S compiles teaching modules in full, starting from initial or opening activities, core activities, and closing activities.

In addition, before entering the classroom, the two teachers were seen opening and reading reference books related to learning English that would be taught at that time. During the learning process, the two teachers opened discussions with the students to explore the knowledge the students had, so that this could enrich the English teacher's knowledge and improve the English teacher's mastery of the subject matter being taught. Furthermore, researcher in observation found that Mrs. E.K and Mrs. S.S was seen exchanging ideas with students in class. They also instructed students to look for answers together.

Researcher found supporting data about mastery of the material through interviews. When the researcher asked about the process of making teaching modules, the teacher stated:

.....*“Proses pembuatannya yang pertama menentukan identitas mata pelajaran yaitu bahasa Inggris, lalu ada kompetensi awal, profil pelajar pancasila, sarana dan prasarana, target peserta didik, model pembelajaran, materi, tujuan pembelajaran, kegiatan pembelajaran, kemudian ada asesmen, pengayaan&remedial”* (The results of teacher interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated that he also had the same way of preparing teaching modules.

....*“Terkait proses pembuatan modul ajar itu kami menentukan identitas mata pelajaran dulu, terus kompetensi awal, profil pelajar pancasila, sarana dan prasarana, target peserta didik, model, materi, dan tujuan pembelajaran, kegiatan pembelajaran, lalu ada asesmen, dan terakhir pengayaan&remedial”* (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th2023).

Researcher also found supporting data about the structure of delivery of material based on interviews. When the researcher asked about how to convey learning material, the teacher said:

“Pertama-tama menyampaikan topik pembelajarannya mbak, lalu saya juga memberi contoh materi nya seperti apa, baru kemudian saya kasih soal-soal untuk latihan. Dalam kurikulum merdeka ini, sebetulnya kita sebagai guru tidak boleh memaksakan materi ke anak, tapi kita yang memancing anak untuk bisa mengeksplor materi. Intinya guru disini sebagai fasilitator mbak.” (The results of teacher interview. Her name is Mrs. E.K on Thursday, April 27th 2023). The other teacher stated:

“Ya saya usahakan sesuai dengan langkah-langkah yang ada dalam modul ajar. Di awal, saya sampaikan topik pembelajaran. Kemudian saya beri contoh-contoh dari materi yang akan dipelajari, dan terakhir saya beri penugasan baik secara individu maupun kelompok” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

The teacher also uses various media to support the learning process, so that students do not feel bored while going through the teaching and learning process in the classroom. Teachers can take advantage of the use of learning media to increase student motivation and enthusiasm in learning. In this case, researcher found supporting data related to various learning media based on interviews. The researcher asked about what learning media were used to support the learning process, then the teacher answered :

“Biasanya pakai buku paket tambahan dari saya (Pathway to English), kadangkala masih pakai LKS, PPT, dan memanfaatkan media internet juga mbak seperti Pinterest untuk materi kosakata, tenses, dan pola kalimat. Lalu juga ada media Instagram dan YouTube untuk materi tentang listening” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated :

“Media bermacam-macam mbak, tergantung dengan materi pembelajaran. Contohnya ya saya pakai LKS, buku paket dari pemerintah, PPT untuk menampilkan slides, dan pada materi tertentu saya menggunakan media YouTube dan instagram untuk menampilkan video. Saya juga menggunakan media digital google form untuk tugas-tugas dan ulangan” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Furthermore, documentation is also used by researcher to obtain additional data as a complement to the data obtained through observation and interviews. The researcher states that the teachers who teach in tenth grade at SMAN 2 Wonogiri have mastered the material, structure, concepts, and scientific mindset that support the subject being taught. This can be seen from the teaching modules that have been prepared, namely that there is material to be studied and also media to convey complete learning (See Appendix 4, Teaching Modules).

Based on the results of research conducted by researcher through observation; interviews; and documentation, it can be concluded that the English teacher who teaches class X at SMAN 2 Wonogiri, namely Mrs. E.K and Mrs. S.S masters material, structure, concepts, and scientific mindsets that support the subjects being taught, because the two teachers provide English learning materials based on teaching modules, used the internet to add insight regarding scientific mindsets that support learning English, and provide media varied to support the learning process.

b. Develop subject matter taught creatively.

Based on the first observation made on Thursday, April 27th 2023 in class 10.11, teacher 1 (Mrs. E.K) gave directions to students regarding learning material. At that time, the material being taught was report text. The teacher starts learning cheerfully and kindly. The teacher also greets students by asking how they are doing and asking questions of intimacy with enthusiasm. Besides, in the teaching and learning process, Mrs.E.K is seen making use of various learning media. Researcher also observe the methods used creatively. In this section, the teacher uses discussion and presentation methods, because the teacher has given instructions to students to solve problems with their group friends consisting of four students. They have to make a report text together with their group in their own language. The students looked enthusiastic in discussing with their respective group members. They presented their text results in front of the class after they finished. Then, the teacher and students evaluate or reflect on the lessons learned that day.

Meanwhile, the second observation was on Thursday, May 4th 2023 in class 10.6, teacher 2 (Mrs. S.S) gave analytical exposition text learning material. Before teaching, Mrs. S.S has created and compiled teaching modules according to the *kurikulum merdeka*. She uses a text-based or genre-based approach to help students become more competent in language and able to communicate through mastering language skills, including listening, speaking, reading and writing. Researcher found that

Mrs. S.S uses methods that make children more active and creative, for example to improve pronunciation, namely the reading aloud method in video form. There are also dialogue practice activities, group discussions, and presentations. In this analytical exposition text material, the teacher conveys material and shows pictures on PPT slides which contain several arguments about a thesis. Mrs. S.S asked students to make groups of 4 people and they were given the task of making an oral exposition text. After finishing, each group came to the front of the class to make a presentation regarding the results of their text orally. Then, the teacher together with the students evaluates and concludes what was learned at that time.

Furthermore, researcher found data from interviews about the development of creative materials being taught. Teachers develop creative materials that are taught using various learning media that can help develop learning materials to be creative. This can be seen when the researcher asks about how to develop learning materials for students, then the teacher states:

“Biasanya untuk mengembangkan materi bahasa Inggris, saya memilah materi yang cocok dengan siswa. Selain itu, saya membuat PPT dengan menambahkan materi yang ada di buku teks dengan materi lain yang saya dapatkan dari buku referensi dan browsing dari internet. Terkadang, saya juga mengembangkan materi pembelajaran yang menarik dengan cara mencari video-video di YouTube mbak” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated that:

“Pengembangan materi pembelajaran ini sementara saya baru tulis, misalnya dalam bentuk PPT atau modul. Biasanya, saya mengembangkan materi tidak hanya dari buku pegangan

saja, melainkan juga mencari referensi lain yang menarik yaitu dari internet. Selain itu, di MGMP bahasa Inggris kami juga saling bertukar informasi tentang cara mengembangkan materi, teknik, dan metode yang sesuai dengan bahan pengajaran” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Next, the researcher also used documentation in the form of PPT as a creative development of English material prepared by the teachers. The PPT that was made was not only guided by the handbook, but also from other references, such as internet. (See Appendix 7, PPT Factual Report Text and Analytical Exposition Text). Apart from that, the development of other creative materials can be seen from teaching modules that have been made by the teacher (See Appendix 4, Teaching Modules).

Based on the results of the observations, interviews, and documentation above, it can be concluded that the two English teachers developed learning materials creatively for students. They use various methods and learning media to support the learning process. This is intended to attract students' interest and make the teaching and learning process not seem boring. In addition, the development of the material was obtained from various sources, not only from handbooks, but from the internet. The MGMP activities also play a role in improving material development, because teachers can discuss learning problems with other teachers.

- c. Develop professionalism in a sustainable manner by taking reflective action.

In this case, the learning experience and the reflection stage will make learning more meaningful and can be improved directly, so it is important to explore the experiences of teachers and students in designing and implementing teaching and learning activities. Researcher found interview data about developing professionalism fundamentally by taking reflective action. Teachers carry out self-development outside of school through the MGMP in Wonogiri Regency. This activity is a discussion activity for teachers of English subjects. When the researcher asked about whether the teacher had activities outside of school, the teacher stated:

“Saya biasanya mengikuti kegiatan MGMP mbak, yang pertama MGMP bahasa Inggris lingkup sekolah dan yang kedua itu MGMP bahasa Inggris Kabupaten Wonogiri. MGMP Kabupaten biasanya tiap tahun, tapi kadangkala beberapa kali dalam setahun. Di MGMP itu ada beberapa kegiatan mbak, termasuk diklat-diklat. Selain itu, saya juga mengikuti seminar, workshop, serta berbagai diklat seperti pengembangan penulisan karya ilmiah dan diklat terkait ekstrakurikuler saya, yaitu pramuka” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated:

“Kalau pengembangan diri diluar sekolah, saya mengikuti MGMP dan juga mengikuti workshop atau pelatihan guru. Kebetulan nilai PAK saya untuk pengembangan diri sdh 33 an. Padahal seperti saya golongan IV- a, cukup nilai 4 saja yang dibutuhkan untuk naik pangkat ke golongan IV-b” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Furthermore, researcher found data based on interviews about reflection on learning related to the application of learning journals. When the researcher asked whether he had ever read scientific journals related to the subject being taught, the teacher said:

“Ya pernah membaca mbak” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher also stated:

“Ya pasti pernah” (result of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Then, when the researcher asked whether to participate in journal making activities, the teacher answered:

“Kalau membuat belum mbak, sebenarnya sudah ada rencana membuat Penelitian Tindakan Kelas (PTK) kemudian dijurnalkan” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated:

“Dalam hal ini, saya sudah pernah membuat artikel 3x mbak, sesuai syarat dalam membuat PAK/ Penilaian Angka Kredit guru maksimal 3 artikel sudah saya penuhi. Kalau untuk jurnal, saya sudah berencana membuat PTK dan nanti akan dijurnalkan” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Researcher found data on reflection on learning with workshops and teacher training based on interviews. When the researcher asked whether the teacher attended workshops and teacher training, the teacher stated:

“Iya, saya biasanya mengikuti berbagai workshop yang ada. Kemudian seperti yang telah saya jelaskan awal tadi, ada pelatihan untuk pengembangan kepenulisan misalnya tentang karya ilmiah, pelatihan terkait ekstra saya yaitu pramuka, dan lain-lain” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated:

“Iya mbak, dulu saya sering ikut. Namun sekarang ini sudah tidak ada lagi, kecuali yang mengadakan sekolah atau in house”

training” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

The researcher also found interview data about developing professionalism by carrying out reflective actions, namely when the researcher asked whether the teacher held discussions with fellow teachers regarding the subjects being taught, and the teacher stated that:

“Ya, ada di MGMP mbak. Biasanya kita diskusi tentang berbagai kegiatan seperti cara membuat perangkat pembelajaran, diskusi inovasi pembelajaran, dan masih banyak lagi. Jadi memang materinya itu beragam dan dilakukan dalam beberapa pertemuan gitu” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated:

“Ya, ada di MGMP mbak. MGMP ada 2, yakni intern sekolah dan Kabupaten. Kegiatannya pun ada bermacam-macam seperti diskusi terkait bagaimana cara untuk meningkatkan kualifikasi kita sebagai guru dalam mengajar, diskusi terkait inovasi pembelajaran agar tidak monoton, diskusi tentang perangkat pembelajaran, dan lain sebagainya” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

In addition, the researcher used documentation in the form of seminar, training, or workshops certificate that had been attended by the two teachers who taught tenth grade at SMA N 2 Wonogiri. Some of these certificates are proof that these teachers have developed sustainable professionalism by carrying out reflective actions. (See Appendix 8, Certificates of Training, Seminars, and Workshops)

Based on the presentation of the data above, the two teachers are trying to develop professionalism in teaching and learning by fulfilling the competencies that have been determined in education properly. They have good skills as teachers by taking reflective actions, such as

having self-development activities outside of school, the teacher's willingness to read scientific journals according to the subject matter being taught, making articles and efforts to plan PTK to be journalized. Then, teachers also take part in various seminar, workshops, teacher training, and hold discussions with fellow subject teachers through MGMP activities which are a good way to increase teacher professionalism in teaching and achieve career success.

- d. Utilizing information and communication technology to communicate and develop themselves.

In the process of teaching and learning, the presence of technology has an important meaning. Technology in learning can represent what the teacher is unable to say through certain words or sentences. Therefore, students more easily digest the material than without the help of technology. The learning model based on information and communication technology certainly requires careful readiness from the parties involved in it. The government as a policy maker must be prepared with a budget to support this. The school as implementing the policy, as well as teachers and students as implementing objects must be able to work together in improving the learning process more effectively and efficiently.

Based on the observations, the researcher found that as an effort to increase the use of technology, teacher 1 (Mrs. E.K) and teacher 2 (Mrs. S.S) used internet facilities to find teaching materials, references,

and questions related to English subjects. The two teachers delivered learning material using laptops, smartphones, speakers, and using LCD projector technology. Students listen carefully to the PPT slides displayed by the LCD projector. The researcher also observed that the English teacher opened questions and answers with students who wanted to ask questions or discuss over the phone or chat about English material outside of school hours.

Furthermore, researcher found supporting data about the use of information and communication technology to develop themselves based on interviews. When the researcher asked whether the teacher used technology during the learning process, the teacher stated:

“Iya, kalau teknologi itu biasanya LCD Proyektor kan memang sering dipakai dan sudah tersedia di setiap kelas juga. Kemudian, saya biasanya mencari sumber belajar yang lain misalnya dengan memanfaatkan internet, instagram, dan ada juga pinterest yang menarik perhatian siswa untuk materi kosakata, pola kalimat, dan tenses” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher stated:

“Ya wajib itu mbak. Saya selalu berusaha menggunakan teknologi, baik dalam pembelajaran maupun penugasan ke siswa. Kalau untuk pembelajaran, biasanya pakai LCD proyektor yang sudah tersedia di setiap kelas untuk menayangkan slide PPT, video dari YouTube, instagram, dan masih banyak lagi. Kemudian saya mendorong siswa dalam penugasan untuk meningkatkan IT nya di kelas X ini, contohnya agar pronunciation mereka meningkat, saya memberi tugas dengan reading aloud dan membuat dialog dalam bentuk video” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

In this case, researcher also used documentation to obtained the data, namely in the form of teaching modules in which contain media/tools used in teaching and learning activities, such as laptop/computer, LCD, video, audio, smartphones, internet networks, and speakers. (See Appendix 4, Teaching Modules). The use of various leaning media means that the tenth grade teachers at SMA N 2 Wonogiri have used information and communication technology for develop themselves.

Based on the results of observations; interviews; and documentation, the two English teachers at SMA 2 Wonogiri have used information and communication technology to develop themselves. They take advantage of internet facilities, Instagram, YouTube, and Pinterest to find English material. The two teachers also use digital technology to implement materials in class, such as LCD projectors, laptops, speakers (tools), and smartphones.

2. Problems faced by English teachers related to their professional competence in *kurikulum merdeka* for tenth grade at SMA N 2 Wonogiri in the 2022/2023 academic year

Researcher have explained about the professional competence of tenth grade teachers at SMA N 2 Wonogiri. Furthermore, the researcher found some information related to the problems faced by the teacher during data collection. In this study, the two English teachers at SMA N 2 Wonogiri had the same problem regarding their professional competence in the

kurikulum merdeka. There are several problems faced by teachers, namely as follows:

Firstly, namely compiling teaching modules. Based on the results of the interviews, the two teachers did not make teaching modules independently. They make teaching modules together or have discussions with the Wonogiri Regency English MGMP, so that the learning will be the same from one school to another. This can be seen when the researcher asked about making teaching modules, the teacher stated:

“Untuk modul ajar, kami diskusi dalam MGMP sekolah dan materi yg kami pilih disesuaikan dengan yang ditentukan dari pemerintah. Kemudian untuk penyampaiannya disesuaikan dengan karakteristik siswa” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). The other teachers also stated that the teaching modules were made together with the MGMP:

“Modul ajar ada contoh dari kemdikbud. Biasanya kita koordinasi di MGMP, tinggal diperbanyak dan direvisi sesuai dengan kondisi dan situasi sekolah kami” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Based on this statement, it can be seen that the two tenth grade teachers at SMA N 2 Wonogiri did not make teaching modules independently. The making of these teaching modules requires collaboration with several other teachers through English MGMP discussions. So, the teaching module is the result of discussions with English teachers in the Wonogiri district.

Secondly, researcher found another problem based on interviews related to the professional competence of teachers in the *kurikulum merdeka*, namely the lack of understanding of the *kurikulum merdeka*.

When the researcher asked about the obstacles faced in the *kurikulum merdeka*, the teacher stated that:

..... “Kemudian ini sebenarnya kelemahan saya sih mbak terkait manajemen waktu. Kan kalau di kurikulum merdeka itu waktu kegiatan pembelajaran tersita untuk kegiatan P5/Proyek Penguatan Profil Pelajar Pancasila, sehingga materi bahasa Inggris yang saya ampu ini tidak tersampaikan secara maksimal. Jadi perlu adanya pembenahan lagi atau evaluasi secara terus-menerus” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher also stated that he was also constrained by time, because of the p5 activities in *kurikulum merdeka*.

..... “Kalau kendalanya ini mbak, waktu KBM berkurang banyak karena digunakan untuk kegiatan P5 yang sampai 3x dalam 1 tahun, jadi terkadang materinya belum tersampaikan dengan baik. Tetapi sebagai guru, kita harus dapat berfikir bagaimana supaya bisa menyelesaikan materi yang ada dengan menggunakan teknik dan metode yang sesuai untuk mengembangkan kompetensi berbahasa Inggris dengan menyenangkan untuk siswa” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Based on the results of the interviews above, the two teachers who teach the tenth grade at SMA N 2 Wonogiri did not understand the *kurikulum merdeka*. They are still constrained in time management. Moreover in this *kurikulum merdeka*, there is a *Proyek Penguatan Profil Pelajar Pancasila* activity whose time is taken from teaching and learning activities. This makes the teacher unable to convey learning effectively. They needed more time to explain the material, so two hours a week was considered insufficient.

Thirdly, the researcher also found a new problem related to the limited handbooks from school. This can be seen based on the results of interviews, namely as follows:

..... “Kendalanya ya kelas yang diampu saya kebetulan tidak kebagian buku dari sekolah mbak, jadi anak-anak harus mendownload materi sendiri di Internet dan kadangkala mereka malah gak download gitu, jadinya anak belum paham betul tentang materinya” (The results from the teacher's interview. Her name is Mrs. E.K on Thursday, April 27th 2023). Another teacher also stated that the school’s handbooks were limited:

..... “Lalu untuk handbook dari sekolah itu terbatas, jadi hanya beberapa kelas saja yang mendapatkannya” (The results of teacher interview. Her name is Mrs. S.S on Thursday, May 4th 2023).

Based on the results of the interviews above, the two teachers who teach the tenth grade of SMA N 2 Wonogiri faced problems related to the limited handbooks from the school. The book is only enough for some classes, so the rest have to be downloaded on the internet themselves. Sometimes some of them do not want to download it and in the end the students do not understand the material well.

B. Discussion

This chapter presents a discussion of the findings using related theories to clarify the findings. This discussion answers research problems, namely the professional competence of English teachers in *kurikulum merdeka* for class X at SMAN 2 Wonogiri and the problems faced by English teachers related to their professional competence in *kurikulum merdeka* for class X at SMAN 2 Wonogiri.

1. Professional competence of English teachers in the *kurikulum merdeka* for class X at SMAN 2 Wonogiri.

There are five indicators that must be mastered by teachers related to their professional competence (Wijaya, 2018), namely mastering the material, structures, concepts, and scientific mindsets that support the subjects being taught; mastering Competency Standards and Basic Competency in the subject/field of development being taught; develop subject matter taught creatively; develop professionalism in a sustainable manner by taking reflective action; and utilizing information and communication technology to develop themselves.

In this case, the researcher found four teacher professional competencies in *kurikulum merdeka* which were owned by two English teachers (Mrs. E.K and Mrs. S.S) who taught tenth grade at SMA N 2 Wonogiri. These competencies include mastering the material, structures, concepts, and scientific mindsets that support the subjects being taught; develop subject matter taught creatively; develop professionalism in a sustainable manner by taking reflective action; and utilizing information and communication technology to develop themselves.

The researcher did not found professional competency at the point of mastering Competency Standard and Basic Competency in the subject/field of development being taught, because in *kurikulum merdeka* there is no longer Standard Competency or Basic Competency.

KI/Competency Standards and KD/Basic Competency were included in the previous curriculum, namely the 2013 curriculum. As for this *kurikulum merdeka* era, Basic Competency and Competency Standards were removed and replaced with CP/Learning Achievement (Yunita & Widodo, 2023). The CP is stated in the *Alur Tujuan Pembelajaran* which is a substitute for the syllabus.

The following are the four professional competencies possessed by the two English teachers who teach tenth grade at SMA N 2 Wonogiri in *kurikulum merdeka*:

The first is about mastering the material, structures, concepts, and scientific mindsets that support the subjects being taught. This point intends that the teacher masters the material to be used in learning, because the teacher has a major role for students, namely as a source of student curiosity. Mastery of the material is a must for teachers who can later provide direction and assistance when students face problems in learning. planning learning namely providing ATP (*Alur Tujuan Pembelajaran*), making teaching modules according to the material, and preparing yourself before teaching by reading the material. The two teachers arranged activities, approaches, media, and methods to achieve the goals in the teaching modules and make teaching successful. They also use the internet to find and deliver material related to English subjects. This is in accordance with Usman's opinion, that a teacher must always play a role, including being a student and scientist who is always consistent in studying (Usman, 1998). Seeking knowledge

can be done through reading books, accessing the internet, following education, and so on. Based on research conducted by researcher through observation and interviews, the researcher concluded that the two teachers who teach tenth grade SMA N 2 Wonogiri have good aspects of teacher professional competence regarding the provision of material, structure, concepts and scientific mindsets that support the subjects mastered in accordance with the current *kurikulum merdeka*.

The second point is that teachers develop learning materials creatively. The development of teaching materials is carried out starting from simple learning to complex learning. The purpose of mastering this competency is for the material to be studied by students to be meaningful, so that they not only know, but also understand the learning material. This is in line with (A'yunin in Nurdiansyah et al., 2023) that a teacher must be able to plan teaching including developing material, so that learning objectives will be achieved in accordance with the conditions or needs of students. In this case, the researcher concluded that the two teachers developed creative learning materials, because learning resources were not only from handbooks, but also from the internet which could access material quickly and accurately. Usually, teachers write material in attractive PPT format and use a variety of methods and media such as YouTube to support the learning process. This is so that students do not get bored in teaching and learning activities. Based on the results of observations and interviews related to the teacher's efforts in developing teaching materials that are

taught creatively above, information is obtained that English teachers have tried to develop them.

The third point is that teachers develop professionalism in a sustainable manner by taking reflective action. The researcher concluded that teachers have activities outside of school teaching hours, where in these activities teachers can develop their professionalism. The activities include reading scientific journals on the internet according to the subject matter taught so that new information can be obtained, making various articles, and there are plans to make PTK which will be journalized. Then, teachers also take part in various workshops or teacher training and hold discussions with the MGMP in English. This is in line with Hasanah's statement, that there are various teacher efforts to improve their competency on an ongoing basis by taking reflective actions such as continuing their education level, participating in KKG/MGMP activities, workshops, upgrading, training, seminars, and improving performance (Hasanah, 2012). Based on the conclusions put forward, the researcher states that teachers are able to develop professionalism on an ongoing basis by taking reflective action.

The fourth point is related to utilizing information and communication technology to develop themselves. The use of information technology and communication is very much needed in the global era, especially in the world of education to improve learning methods and produce better teaching methods. Increasing student absorption using ICT media through curriculum integration has actually produced a positive

impact, especially in the areas of knowledge, understanding, practical skills, presentation skills in various subjects. Currently, education is facilitated by various means such as the internet, computers, telephones, short message services, and e-mail (Suryanto & Jihad, 2013). Based on interview results, the technology used by teachers when implementing material in class is using LCD projectors, laptops, speakers, and also smartphones. They also take advantage of internet facilities, Instagram, YouTube, and Pinterest to find English material.

2. Problems faced by English teachers related to their professional competence in *kurikulum merdeka* for tenth grade at SMA N 2 Wonogiri in the 2022/2023 academic year

In the teaching and learning process, the two English teachers who teach in the tenth grade of SMA N 2 Wonogiri faced some of the same problems related to their professional competence in *kurikulum merdeka*. They still find it difficult in compiling teaching modules. This is in accordance with Nurzen's opinion which states that the problems faced by teachers in preparing teaching modules vary, depending on the conditions and context. The problems related to the development of teaching modules that are often faced by teachers are time constraints, limited resources, difficulty adjusting modules according to student needs, and difficulties in selecting and developing materials (Nurzen, 2022).

These teachers know that their weakness is in making teaching modules well. Based on the results of the interviews that have been

conducted, the two teachers did not make teaching modules independently. The preparation of these teaching modules requires collaboration with teachers from various other schools through MGMP activities. So, the teaching modules created were the result of discussions by teachers in Wonogiri district.

Based on the findings described above, the two teachers also have a problem, namely a lack of understanding regarding the *kurikulum merdeka*. The two teachers found it difficult to teach English using this *kurikulum merdeka*. This is because they are less able to manage the time they have. In this case, they only have two hours a week to teach students, whereas in the *kurikulum merdeka* there is the *Proyek Penguatan Profil Pelajar Pancasila* or commonly known as P5 activities.

Based on the results of the interviews, it was found that the two teachers were displeased with the P5 activities which took up learning time and made the learning material not fully conveyed. This is in line with (Rahmadayanti&Hartoyo in Yunaini et al., 2022) that the implementation of co-curricular learning through the *Proyek Penguatan Profil Pelajar Pancasila* is around 20-30% of lesson hours. Therefore, teachers need more time to explain learning material, so two hours a week is considered not enough.

Then, the researcher found a problem related to handbooks from limited schools. This is in line with the statement that the challenges experienced by teachers in implementing the *kurikulum merdeka* are

learning resources in the form of incomplete textbooks, but only complete guidebooks for teachers (Kosasih et al., 2022). Based on the results of the interviews, teacher 1 (Mrs. E.K) did not receive any handbooks in the class she taught, while teacher 2 (Mrs. S.S) admitted that only part of the class received them. This requires students to download their handbooks online on the internet. However, students are reluctant to do this, so they have difficulty understanding learning.

From the explanation above, the researcher found two problems related to the professional competence of English teachers in the *kurikulum merdeka* based on the theory of (Kerimbaeva et al., 2016), namely difficulties in compiling teaching modules because the teachers did not make them independently and lack of understanding *kurikulum merdeka*, because the teachers have not been able to manage their time properly. Then, there is one new problem found by researcher in this study, namely the handbooks provided by the school are limited, therefore students must download the material on the internet. Some of these students did not download it, which resulted in them not understanding the material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter contains the conclusions of the research that has been done. After conducting research at SMA N 2 Wonogiri, researcher found four English teacher professional competencies in the *kurikulum merdeka* and three problems faced by teachers related to their professional competence in the *kurikulum merdeka*.

First, namely mastering the material, structures, concepts, and scientific mindsets that support the subjects being taught. This means that the two teachers provide English learning materials based on teaching modules, utilize the internet, and provide a variety of media to support the learning process. Second, develop subject matter taught creatively. This means that the two English teachers have creatively developed learning materials to attract students' interest and make the teaching and learning process not seem boring. The third is developing professionalism in a sustainable manner by taking reflective action. This means that the two teachers are trying to develop professionalism by carrying out self-development activities outside of school such as seminars, workshops or teacher training, as well as MGMP discussions. Fourth, namely utilizing information and communication technology to develop themselves. This means that the two teachers have used ICT to develop themselves, for example using digital technology such as LCD projectors,

laptops and smartphones. The two teachers also used internet facilities, Instagram, YouTube, and Pinterest to find English material.

On the other hand, the three problems faced by the two English teachers who teach in tenth grade at SMA N 2 Wonogiri are related to their professional competence in the *kurikulum merdeka*, namely first, they still find it difficult to compile teaching modules. This means that the two teachers have not been able to make teaching modules independently. Second, there is a lack of understanding regarding the *kurikulum merdeka*. This means that the two teachers are less able to manage time, because in the *kurikulum merdeka*, there are activities of the *Proyek Penguatan Profil Pelajar Pancasila* which take up learning time. As a result, they cannot convey the subject matter to the fullest. Third, the two English teachers faced problems related to the limited number of school handbooks. This causes students to have to download their own material on the internet, but this is not implemented by some students which results in them not understanding the material properly.

B. Suggestion

In this case, the researcher provides suggestions related to research and then hopes that these suggestions will be useful for teachers, institutions and other researchers.

1. For teachers

Researcher hope that teachers can develop their English skills in any context, such as being more active in attending workshops, seminars, or teaching outside of school, and so on so that their professionalism increases.

This can also create a more creative teaching and learning process, and even become a reference for other teachers as professional teachers in the field of English. Besides, communication with students can be maintained because it makes the teacher's personality stable and creates a pleasant classroom environment for teaching and learning activities.

2. For SMA Negeri 2 Wonogiri

Researcher hopes that the school can provide the best service for teachers and students, such as adding class facilities and related to the teaching and learning process, so that the activity situation can be more conducive and effective. In addition, the need for the development or implementation of technology where students play a major role in improving their abilities in the IT sphere.

3. For other researchers

This research has a goal to answer the formulation of the problem that has been made by researcher. This research will be continued and can be developed by other researchers in the future, because researcher believe that there are still many problem findings in the same type of research to be observed. Hopefully this research can expand the field of research and open insights, especially in the field of English education.

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APPENDICES

Appendix 1. Field Note

Observation 1

Day/Date	: Thursday, April 27 th 2023
Time	: 09.45 -11.15
Classes	: 10.11
Teacher	: Mrs. Ely Kustrini
Place	: Classroom of class 10.11
Theme	: Report Text

In this observation, the researcher entered class 10.11 at a predetermined hour, according to the permission obtained from the English teacher. The teacher starts learning with an opening greeting, checks student attendance, asks students to accept the subject matter, and reminds students of the previous lesson. After students remember and understand, the teacher delivers learning material about report text using PPT teaching material sources that are displayed on the LCD. The teacher explains the material about report text material, namely the definition, function, structures, and linguistic elements of report text. In this material, students are required to understand the structure of the text and the linguistic elements of report text.

After the teacher delivers the learning material, the teacher then gives the task to the students, namely to form groups of 4 members to make a report text in their own language, then present the results in front of the class. In this case, students collect and exchange information about report texts. During the learning process, the teacher always motivates all students so that they are more enthusiastic about learning English. The teacher also applies learning variations through group discussions. Meanwhile, if students ask questions or have problems during learning, the teacher also always provides feedback to them. After all the activities have been carried out, the teacher evaluates the material by asking students to review or make a summary of what they got. After that, the teacher closed the lesson and said greetings.

Observations 2

Day/Date	: Thursday, May 4 th 2023
Time	: 09.45 -11.15
Classes	: 10.6
Teacher	: Mrs. Sri Sunari
Place	: Classroom of class 10.6
Theme	: Analytical Exposition Text

The teacher starts learning by saying greetings, checking student attendance, asking students to accept the subject matter, and reminding students of the previous lesson. After that, the teacher began to open new material related to analytical exposition text which was adapted to the teaching module. The teacher provides students with an understanding of the definition, purpose, characteristics of the text, and the generic structure of the exposition text using LCD media that is available in each class. After delivering the learning material, the teacher invites students to ask questions related to exposition text material that has not been understood.

The teacher has his own way to increase student interest in learning, namely by displaying pictures in interesting presentation slides containing theses and arguments. Then, the teacher gives assignments to students, namely making written exposition texts in groups consisting of 4 people. This makes students look enthusiastic and exchange ideas to quickly complete their assignments with their respective group members. After all group members finished, they presented their text results and collected the text results by sticking them in front of the class. Furthermore, the teacher together with students evaluates and concludes what was learned today and conveys the agenda for the next meeting. Finally, the teacher closes the lesson and said greetings because time is up.

Appendix 2. Blueprint of Interview

INTERVIEW GUIDELINE “PROBLEMS IN PROFESSIONAL COMPETENCE OF TEACHERS ACCORDING TO IWAN WIJAYA THEORY”

Aspect	Number	Indicator	Interview Questions	Question Items	Total
Teacher Professional Competence	1.	Mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught.	<ol style="list-style-type: none"> 1. How do teachers make teaching modules? 2. How the teacher conveys learning material? 3. What are the learning media used by the teacher to support the learning process? 	1,2,3	3
	2.	Mastering competency standards and basic competencies of the subjects being taught.	<ol style="list-style-type: none"> 1. What are the stages of the process learning in taught English classes? 2. What techniques/methods did the teacher use? 	4,5	2
	3.	Develop learning materials that are taught creatively	<ol style="list-style-type: none"> 1. How do teachers develop learning materials for students? 2. How can teachers develop material for students quickly and precisely? 	6,7	2

	4.	Develop professionalism in a sustainable manner by taking reflective action.	<ol style="list-style-type: none"> 1. Does the teacher have teaching activities outside of school? 2. Has the teacher ever read scientific journals related to the subject matter being taught? 3. Has the teacher ever made a scientific journal related to the subject being taught? 4. Do teachers attend workshops and teacher training? 5. Does the teacher hold discussions with fellow teachers regarding the subjects taught? 	8,9,10,11, 12	5
	5.	Utilizing information and communication technology to develop themselves.	<ol style="list-style-type: none"> 1. Does the teacher use technology during learning process? 2. Does the teacher use technology to find learning innovations? 3. Does the teacher join online discussions with other teachers on the internet? 	13,14,15	3

Appendix 3. Interview Transcript

RESULT OF TEACHER'S INTERVIEW

R (Reseacher) : Fadhilah Puspitaningrum
T1 (Teacher 1) : Ely Kustrini, S.Pd
Date : Thursday, April 27th 2023
Time : 07.30-08.00 WIB
Place : Teacher's office
Code : R (Researcher) and T1 (Teacher 1)

R	“Selamat pagi ibu”
T1	“Selamat pagi”
R	“Sebelumnya, izinkan saya untuk memperkenalkan diri bu. Nama saya Fadhilah Puspitaningrum mahasiswi UIN Raden Mas Said Surakarta jurusan pendidikan bahasa Inggris semester 8. Kemudian, disini saya akan melakukan penelitian skripsi saya tentang English Teacher Professional Competence in <i>Kurikulum Merdeka</i> . Jadi, nanti pertanyaannya berkaitan dengan kompetensi profesional guru dan masalah apa saja yang dialami guru, ngoten bu”
T1	“Oke mbak, silakan”
R	“ Pertama-tama, saya izin bertanya mengenai profil panjenengan terlebih dahulu bu, lulusan mana dan mungkin sebelum mengajar di SMA Negeri 2 Wonogiri ada pengalaman mengajar dimana ?”
T1	“Siap. Saya Ely Kustrini S.Pd. Saya lulusan S1 pendidikan bahasa Inggris UMS Surakarta. Dulu prosesnya kan GTT tahun 1999, saya mengajar di 2 sekolahan yaitu SMA 2 Wonogiri dan SMA 3 Wonogiri. Di SMA 3, saya mengajar 2 hari dan sisanya 4 hari di SMA 2 ini. Jadi disini 20 jam dan disana 16 jam. Kemudian pada tahun 2003, saya menjadi guru bantu dan tahun 2005 keterima CPNS”
R	“Lalu untuk selanjutnya ini mengenai proses sertifikasi dan PPG itu sendiri bagaimana ya prosesnya dan berapa lama bu ?”
T1	“Kalau untuk sertifikasi itu dulu namanya masih PLPG tahun 2008. Kegiatannya ada teori, praktik mengajar dan post test kurang lebih selama 11 hari. Lalu saya dinyatakan lulus sertifikasi dengan nilai baik pada tahun 2009”
R	“Bagaimana proses pembuatan modul ajar dan cara memilih materi dalam pembelajaran bu?”
T1	“Untuk modul ajar, kami diskusi dalam MGMP sekolah dan materi yg kami pilih disesuaikan dengan yang ditentukan dari pemerintah. Kemudian untuk penyampaiannya disesuaikan dengan karakteristik siswa. Lalu proses pembuatannya yang pertama menentukan identitas mata pelajaran yaitu bahasa Inggris, lalu ada

	kompetensi awal, profil pelajar pancasila, sarana dan prasarana, target peserta didik, model pembelajaran, materi, tujuan pembelajaran, kegiatan pembelajaran, kemudian ada asesmen, pengayaan&remedial.”
R	“Apakah implementasi pembelajaran dari modul ajar itu selalu bisa mencapai 100 % bu?”
T1	“Tidak mbak, karena anak itu beda-beda jadi harus melihat kondisi mereka. Kalau siswanya belum paham masa materinya mau dilanjutkan. Jadi pada dasarnya materi sama, namun jeda waktunya kadangkala berbeda mbak. Kadangkala juga antara teori dan praktiknya tidak selalu 100% bisa berjalan”
R	“Lalu bagaimana cara ibu untuk bisa menyampaikan materi pembelajaran ?”
T1	“Pertama-tama menyampaikan topik pembelajarannya mbak, lalu saya juga memberi contoh materinya seperti apa, baru kemudian saya kasih soal-soal untuk latihan. Dalam kurikulum merdeka ini, sebetulnya kita sebagai guru tidak boleh memaksakan materi ke anak, tapi kita yang memancing anak untuk bisa mengeksplor materi. Intinya guru disini sebagai fasilitator mbak”
R	“ Pada saat setelah memberi materi apakah ibu memberikan kesempatan siswa untuk bertanya?”
T1	“Ya, tentu. Saya selalu memberikan kesempatan itu. Kebetulan yang terlihat lebih aktif itu ada di kelas 10.11”
R	“Baik bu, lalu bagaimana cara ibu agar siswa itu lebih bisa aktif dalam mengikuti pembelajaran? “
T1	“Biasanya saya memberi kesempatan bagi siswa yang cenderung pasif di kelas untuk bertanya.”
R	“Pada materi pembelajaran bahasa Inggris ini untuk spesifikasi materinya lebih banyak teori atau praktik ya bu?”
T1	“Lebih banyak praktik seperti speaking, reading, share idea, discussion gitu mbak”
R	“Penggunaan bahasa Inggris dalam materi pembelajaran ini pastinya berkaitan dengan komunikasi ya bu , jadi bagaimana ibu menyikapinya sudah bisa dilakukan 100 % atau belum ?”
T1	“Belum, jadi terkadang saya menjelaskan materi masih memakai bahasa Indonesia, karena ada anak yang tidak mengerti atau susah memahami maksudnya. Jadi belum bisa 100%, malah kadang pakai bahasa Jawa juga pernah mbak. “
R	“Nggih bu, lalu untuk pemberian tugas atau soal latihan itu bagaimana ya bu? “
T1	“Soal latihan ada yang dari buku paket dan ada yang saya buat sendiri. Jadi, saya mencari teks dari internet dan saya buat soal sendiri”
R	“Itu berarti langsung dibahas atau bagaimana bu?”
T1	“Ya tergantung waktunya mbak. Yang jelas siswa mengerjakan dulu, nanti baru dibahas. Kalau waktunya habis ya dibahas pertemuan selanjutnya lagi”

R	“Bagaimana cara siswa menerima setiap materi yang diajarkan bu? Apakah mereka memahami dengan baik atau ada kendala ?”
T1	“Kalau soal itu ada beberapa anak yang antusias sekali dalam memahami pembelajaran, ada yang pengen paham materi tapi mengalami kesulitan, ada juga yang masa bodoh dan sama sekali tidak mau berpikir seperti tidur di kelas dan disuruh bikin satu paragraf saja tidak jadi, hanya 2 kalimat”
R	“Lalu bagaimana cara Ibu agar siswa itu lebih bisa memahami dengan baik materi yang disampaikan ?”
T1	“Ya saya melakukan pendekatan sesuai dengan kondisi anak. Misalnya anak yang belum paham ya saya terangkan materinya beberapa kali, malah terkadang saya terangkan secara global dalam satu kelas mbak”
R	“Untuk sumber belajar yang digunakan apa saja ya bu ?”
T1	“Ada buku paket dari pemerintah, buku paket tambahan, LKS, dan Internet.”
R	“Kalau untuk media pembelajaran yang digunakan untuk mendukung proses pembelajaran apa saja ya bu?”
T1	“Biasanya pakai buku paket tambahan dari saya (Pathway to English), kadangkala masih pakai LKS, PPT, dan memanfaatkan media internet juga mbak seperti Pinterest untuk materi kosakata, tenses, dan pola kalimat. Ada juga media Instagram atau YouTube untuk materi tentang listening, serta media digital seperti google classroom untuk ulangan harian”
R	“Bagaimana metode yang digunakan guru dalam pembelajaran ?”
T1	“Metode pembelajaran dengan menggunakan diskusi, presentasi, reading, writing,listening,speaking. Penggunaannya secara bergantian”
R	“Kalau untuk pemilihan metode/teknik pembelajarannya priapun bu? “
T1	“Ya pemilihannya disesuaikan dengan kondisi kelas mbak. Karena saya kan mengajar 3 kelas dan karakteristik anak kan beda-beda. Misal di kelas 10.11, saya menggunakan teknik ini bisa, kalau kelas 10.10 saya menggunakan teknik ini kurang pas mungkin saya rubah sedikit, jadi di mix and match gitu mbak. “
R	“Apakah proses pembelajaran lebih sering dikelas atau ada kegiatan misalkan outing class begitu bu?”
T1	“Kalau kelas X ini sementara proses pembelajaran di kelas saja mbak”
R	“Untuk proses pembelajaran masih teacher centered atau sudah student centered bu?”
T1	Proses pembelajaran sudah student centered, karena kan memakai kurikulum merdeka mbak. Jadi guru tinggal menyampaikan apa yang diperlukan siswa. “
R	“Terkait penggunaan kurikulum di kelas X SMA 2 Wonogiri ini kan sudah menerapkan kurikulum baru yakni kurikulum merdeka nggih bu, apakah Ibu mengalami kendala bu ? Apa saja kendala yang dihadapi bu?”
T1	“Kendalanya ya kelas yang diampu saya kebetulan tidak kebagian buku dari sekolah mbak, jadi anak-anak harus mendownload materi sendiri di Internet dan kadangkala

	mereka malah gak download gitu, jadinya anak belum paham betul tentang materinya. Kemudian ini sebenarnya kelemahan saya sih mbak terkait manajemen waktu. Kan kalau di kurikulum merdeka itu waktu kegiatan pembelajaran tersita untuk kegiatan P5/ Proyek Penguatan Profil pelajar pancasila, sehingga materi bahasa Inggris yang saya ampu ini tidak tersampaikan secara maksimal. Jadi perlu adanya pembenahan lagi atau evaluasi secara terus-menerus”
R	“Untuk pengembangan materi pembelajaran itu biasanya bagaimana ya bu?”
T1	“Biasanya untuk mengembangkan materi bahasa Inggris, saya memilah materi yang cocok dengan siswa. Selain itu, saya membuat PPT dengan menambahkan materi yang ada di buku teks dengan materi lain yang saya dapatkan dari buku referensi dan browsing dari internet. Terkadang, saya juga mengembangkan materi pembelajaran yang menarik dengan cara mencari video-video di YouTube mbak”
R	“Selain berprofesi menjadi guru di SMA 2 Wonogiri, adakah pengembangan diri diluar sekolah?”
T1	“Saya biasanya mengikuti kegiatan MGMP mbak, yang pertama MGMP bahasa Inggris lingkup sekolah dan yang kedua itu MGMP bahasa Inggris Kabupaten Wonogiri. MGMP Kabupaten biasanya tiap tahun, tapi kadangkala beberapa kali dalam setahun. Di MGMP itu ada beberapa kegiatan mbak, termasuk diklat-diklat. Selain itu, saya juga mengikuti seminar, workshop, serta berbagai diklat seperti pengembangan penulisan karya ilmiah dan diklat terkait ekstrakurikuler saya, yaitu pramuka”
R	“Apakah pernah membaca jurnal ilmiah terkait dengan mata pelajaran yang diampu nggih bu?”
T1	“Ya pernah membaca mbak”
R	“Apakah ikut serta dalam kegiatan pembuatan jurnal begitu mboten nggih bu?”
T1	“Kalau membuat belum mbak, sebenarnya sudah ada rencana membuat Penelitian Tindakan Kelas (PTK) kemudian di jurnalkan”
R	“Apakah ibu mengikuti kegiatan seperti workshop atau pelatihan guru?”
T1	“Iya, saya biasanya mengikuti berbagai workshop yang ada. Kemudian seperti yang telah saya jelaskan awal tadi, ada pelatihan untuk pengembangan kepenulisan misalnya tentang karya ilmiah, pelatihan terkait ekstra saya yaitu pramuka, dan lain-lain”
R	“Apakah ibu melakukan diskusi dengan sesama guru terkait mata pelajaran yang diampu ?”
T1	“Ya, ada di MGMP mbak. Biasanya kita diskusi tentang berbagai kegiatan seperti cara membuat perangkat pembelajaran, diskusi inovasi pembelajaran, dan masih banyak lagi. Jadi memang materinya itu beragam dan dilakukan dalam beberapa pertemuan gitu.”
R	“Lalu terkait dengan penggunaan teknologi selama proses pembelajaran pernah tidak bu?”

T1	“Iya, kalau teknologi itu biasanya LCD Proyektor kan memang sering dipakai dan sudah tersedia di setiap kelas juga. Kemudian, saya biasanya mencari sumber belajar yang lain misalnya dengan memanfaatkan teknologi internet, instagram, dan pinterest yang menarik perhatian siswa untuk materi kosakata, pola kalimat, dan tenses”
R	“Terkait dengan penilaian guru kinerja bu, apakah di SMA 2 Wonogiri menerapkan hal tersebut?”
T1	“Iya mbak ada, penilaian kinerja itu biasanya 1x dalam setahun di akhir semester pembelajaran.”
R	“Kemudian ini pertanyaan terakhir bu, untuk evaluasi pembelajaran dilakukan setiap apa dan bagaimana nggih bu?”
T1	“Evaluasi dilakukan permodul dan evaluasi akhir semester”
R	“Baik bu, terimakasih nggih bu atas waktu dan jawabannya. Saya mohon maaf apabila ada salah kata bu”
T1	“Sama-sama mbak, semoga segera lulus dan sukses selalu mbak”
R	“Aamiin, terimakasih bu atas do’anya”

RESULT OF TEACHER'S INTERVIEW

R (Reseacher) : Fadhilah Puspitaningrum
 T2 (Teacher 2) : Dra. Sri Sunari M.Pd.
 Date : Thursday, May 4th 2023
 Time : 08.30 – 09.00 WIB
 Place : Teacher"s office
 Code : R (Researcher) and T2 (Teacher 2)

R	“Assalamualaikum wr wb, selamat pagi bu.”
T2	“Waalaikumsalam wr.wb, selamat pagi.”
R	“Sebelumnya, izinkan saya untuk memperkenalkan diri bu. Nama saya Fadhilah Puspitaningrum mahasiswi UIN Raden Mas Said Surakarta jurusan pendidikan bahasa Inggris semester 8. Kemudian, disini saya akan melakukan penelitian skripsi saya tentang English Teacher Professional Competence in <i>Kurikulum Merdeka</i> . Jadi, nanti pertanyaannya berkaitan dengan kompetensi profesional guru dan masalah apa saja yang dialami guru, ngoten bu”
T2	“Ya, sebisa saya ya mbak”
R	“Pertama-tama, saya izin bertanya mengenai profil panjenengan terlebih dahulu bu, lulusan mana dan mungkin sebelum mengajar di SMA Negeri 2 Wonogiri ada pengalaman mengajar dimana ?”
T2	“Saya, Dra. Sri Sunari M.Pd. Lulusan S1 FKIP Pendidikan Bahasa Inggris Universitas Sebelas Maret / UNS tahun 1991 dan S2 Teknologi Pendidikan UNS tahun 2009. Awalnya ikut tes CPNS Kab Boyolali tahun 1994 dan lulus saat itu belum ada aturan per daerah, jadi saya ditempatkan di SMA Kesesi Pekalongan dengan SK CPNS per 1 Desember 1994. Kemudian PNS per juli 1996. Lalu Per 1 Juli 1998 mutasi karena mengikuti suami ke SMA 2 Wonogiri sampai sekarang.”
R	“Lalu untuk selanjutnya ini mengenai proses sertifikasi dan PPG itu sendiri bagaimana ya prosesnya dan berapa lama bu ?”
T2	“Saya dipanggil ikut program pelatihan untuk sertifikasi/PLPG angkatan 4 selama kurang lebih 3 minggu prosesnya dan lulus PLPG pada 29 Desember 2008”
R	“Bagaimana proses pembuatan modul ajar dan cara memilih materi dalam pembelajaran bu?”
T2	“Modul ajar ada contoh dari kemdikbud. Biasanya kita koordinasi di MGMP, tinggal diperbanyak dan direvisi sesuai dengan kondisi dan situasi sekolah kami. Terkait proses pembuatan modul ajar itu kami menentukan identitas mata pelajaran dulu, trus kompetensi awal, profil pelajar pancasila, sarana dan prasarana, target peserta didik, model, materi, dan tujuan pembelajaran, kegiatan pembelajaran, lalu ada asesmen, dan terakhir pengayaan&remedial.”

R	“Apakah implementasi pembelajaran dari modul ajar itu selalu bisa mencapai 100 % bu?”
T2	“Sebenarnya kalau mutlak 100% tidak juga mbak. Jadi misalnya di modul ajar tercantum berapa kali pertemuan, namun terkadang tidak bisa sesuai karena anak-anak belum paham materinya, maka saya harus menerangkan lagi. Tetapi akan diusahakan tercapai 100 % sesuai dengan modul ajar dan dapat dikembangkan sesuai sikon.
R	“Lalu bagaimana cara ibu untuk bisa menyampaikan materi pembelajaran ?”
T2	“Ya saya usahakan sesuai dengan langkah-langkah yang ada dalam modul ajar. Di awal, saya sampaikan topik pembelajaran. Kemudian saya beri contoh-contoh dari materi yang akan dipelajari, dan terakhir saya beri penugasan baik secara individu maupun kelompok”.
R	“Pada saat setelah memberi materi apakah ibu memberikan kesempatan siswa untuk bertanya?”
T2	“Ya, setiap selesai membahas materi wajib memberi kesempatan pada siswa untuk bertanya sampai paham tentang konsep materi yg dibahas.”
R	“Baik bu, lalu bagaimana cara ibu agar siswa itu lebih bisa aktif dalam mengikuti pembelajaran? “
T2	“Dengan memberi pertanyaan ke siswa dan sebaliknya agar siswa benar-benar tahu tentang materi yang dibahas. “
R	“Pada materi pembelajaran bahasa Inggris ini untuk spesifikasi materinya lebih banyak teori atau praktik ya bu?”
T2	“Kalau saya lebih memberi kesempatan siswa untuk praktik, baik individu maupun kelompok untuk memproduksi bahasa khususnya bahasa Inggris, baik secara lisan (speaking) maupun tulis (writing). Karena kalau teori, untuk pemahaman yg terkait teori teks misalnya, lebih mudah difahami. Misal membahas language features ada grammar sudah termasuk dalam teks. “
R	“Penggunaan bahasa Inggris dalam materi pembelajaran ini pastinya berkaitan dengan komunikasi ya bu , jadi bagaimana ibu menyikapinya sudah bisa dilakukan 100 % atau belum ?”
T2	.” Belum bisa 100% mbak. Ini yg paling sulit dilaksanakan di kelas, sehingga saya biasanya untuk meningkatkan kompetensi berbicara melalui penugasan. Misal dibuat dalam bentuk video disesuaikan dengan materi yg ada. Misalnya dalam materi teks report, siswa dalam kelompok membuat dialog, kemudian dipraktekkan dalam bentuk video. “
R	“Nggih bu, lalu untuk pemberian tugas atau soal latihan itu bagaimana ya bu? “
T2	“Untuk latihan soal dari buku-buku ataupun LKS. Jadi siswa mengerjakan sendiri dulu baru dibahas bersama”
R	“Bagaimana cara siswa menerima setiap materi yang diajarkan bu? Apakah mereka memahami dengan baik atau ada kendala ?”

T2	“Alhamdulillah mayoritas siswa dapat memahami dengan baik. Hal ini terlihat dari penugasan yg dikerjakan, siswa dapat melakukannya dengan baik. Namun ada juga beberapa anak yang masih mengalami kesulitan”
R	“Lalu bagaimana cara Ibu agar siswa itu lebih bisa memahami dengan baik materi yang disampaikan ?”
T2	“Dalam kurikulum merdeka, siswa hanya diberi pertanyaan pemantik yg dapat memberi motivasi kepada siswa untuk berfikir lebih jauh terkait materi yang akan dibahas. Kemudian mereka diberi kesempatan untuk menemukan konsep materi yang dibahas. Jadi guru tinggal mengumpulkan informasi dari siswa dan menyimpulkan bersama siswa. “
R	“Untuk sumber belajar yang digunakan apa saja ya bu ?”
T2	“Sumber belajar dari manapun, baik cetak dalam bentuk buku-buku, maupun internet (web, YouTube, dan lain sebagainya)”
R	“Kalau untuk media pembelajaran yang digunakan untuk mendukung proses pembelajaran apa saja ya bu?”
T2	“Media bermacam-macam mbak, tergantung dengan materi pembelajaran. Contohnya ya saya pakai LKS, buku paket dari pemerintah, PPT untuk menampilkan slides, dan pada materi tertentu saya menggunakan media YouTube dan Instagram untuk menampilkan video. Saya juga menggunakan media digital google form untuk tugas-tugas dan ulangan”
R	“Bagaimana metode yang digunakan guru dalam pembelajaran ?”
T2	“Karena disini sudah memakai kurikulum merdeka, jadi lebih banyak menggunakan genre based approach untuk membantu siswa lebih kompeten dalam berbahasa serta mampu berkomunikasi melalui penguasaan keterampilan berbahasa antara lain menyimak, berbicara, membaca, dan menulis. Biasanya saya menggunakan metode yang membuat anak lebih aktif, kreatif, dan menyenangkan seperti contohnya untuk peningkatan pronunciation di kelas X, dengan reading aloud yaitu dalam bentuk video. Ada juga kegiatan diskusi kelompok, dialog, dan presentasi”
R	“Kalau untuk pemilihan teknik pembelajarannya priapun bu? “
T2	“Biasanya saya memilih teknik pembelajaran yang sudah ada di modul ajar dan disesuaikan lagi dengan karakter siswa di sekolah ini, karena kebetulan saya mengampu 9 kelas dan mereka memiliki karakteristik yang berbeda-beda”
R	“Apakah proses pembelajaran lebih sering dikelas atau ada kegiatan misalkan outing class begitu bu?”
T2	“ Kalau proses pembelajaran di kelas, tapi kalau penugasan di luar kelas mbak mengingat waktu kegiatan belajar mengajar di kelas banyak tersita untuk kegiatan P5”
R	“Untuk proses pembelajaran masih teacher centered atau sudah student centered bu?”

T2	“Ya jelas student centered. Guru hanya sebagai fasilitator yang dapat memberi kesempatan siswa untuk mengembangkan kompetensi diri semaksimal mungkin. Siswa sangat enjoy untuk berkembang sesuai dengan kemampuannya”
R	“Terkait penggunaan kurikulum di kelas X SMA 2 Wonogiri ini kan sudah menerapkan kurikulum baru yakni kurikulum merdeka nggih bu, apakah Ibu mengalami kendala bu ? Apa saja kendala yang dihadapi bu?”
T2	“Kalau kendalanya ini mbak, waktu KBM berkurang banyak karena digunakan untuk kegiatan P5 atau Proyek Penguatan Profil Pelajar Pancasila yang sampai 3x dalam 1 tahun, jadi terkadang materinya belum tersampaikan dengan baik. Tetapi sebagai guru, kita harus dapat berfikir bagaimana supaya bisa menyelesaikan materi yang ada dengan menggunakan teknik dan metode yang sesuai untuk mengembangkan kompetensi berbahasa Inggris dengan menyenangkan untuk siswa. Lalu untuk handbook dari sekolah itu terbatas, jadi hanya beberapa kelas saja yang mendapatkannya”
R	“Untuk pengembangan materi pembelajaran itu biasanya bagaimana ya bu?”
T2	“Pengembangan materi pembelajaran ini sementara saya baru tulis, misalnya dalam bentuk PPT atau modul. Biasanya, saya mengembangkan materi tidak hanya dari buku pegangan saja, melainkan juga mencari referensi lain yang menarik yaitu dari internet. Selain itu, di MGMP bahasa Inggris kami juga saling bertukar informasi tentang cara mengembangkan materi, teknik, dan metode yang sesuai dengan bahan pengajaran”
R	“Selain berprofesi menjadi guru di SMA 2 Wonogiri, adakah pengembangan diri diluar sekolah?”
T2	“Kalau pengembangan diri diluar sekolah, saya mengikuti MGMP dan juga mengikuti workshop atau pelatihan guru. Kebetulan nilai PAK saya untuk pengembangan diri sdh 33 an. Padahal seperti saya golongan IV- a, cukup nilai 4 saja yang dibutuhkan untuk naik pangkat ke golongan IV-b.”
R	“Apakah pernah membaca jurnal ilmiah terkait dengan mata pelajaran yang diampu nggih bu?”
T2	“Ya pasti pernah.”
R	“Apakah ikut serta dalam kegiatan pembuatan jurnal begitu mboten nggih bu?”
T2	“Dalam hal ini, saya sudah pernah membuat artikel 3x mbak, sesuai syarat dalam membuat PAK/ Penilaian Angka Kredit guru maksimal 3 artikel sudah saya penuhi. Kalau untuk jurnal, saya sudah berencana membuat PTK dan nanti akan diurnalkan.”
R	“Apakah ibu mengikuti kegiatan seperti workshop atau pelatihan guru?”
T2	“Iya mbak, dulu saya sering ikut. Namun sekarang ini sudah tidak ada lagi, kecuali yang mengadakan sekolah atau in house training.”
R	“Apakah ibu melakukan diskusi dengan sesama guru terkait mata pelajaran yang diampu ?”

T2	“Ya, ada di MGMP mbak. MGMP ada 2, yakni intern sekolah dan Kabupaten. Untuk sekolah itu tidak formal, kalau yang formal itu MGMP Kabupaten paling 2-3x dalam 1 tahun. Kegiatannya pun ada bermacam-macam seperti diskusi terkait bagaimana cara untuk meningkatkan kualifikasi kita sebagai guru dalam mengajar, diskusi terkait inovasi pembelajaran agar tidak monoton, diskusi tentang perangkat pembelajaran, dan lain sebagainya”
R	“Lalu terkait dengan penggunaan teknologi selama proses pembelajaran pernah tidak bu?”
T2	“Ya wajib itu mbak. Saya selalu berusaha menggunakan teknologi, baik dalam pembelajaran maupun penugasan ke siswa. Kalau untuk pembelajaran, biasanya pakai LCD proyektor yang sudah tersedia di setiap kelas untuk menayangkan slide PPT, video dari YouTube, instagram, dan masih banyak lagi. Kemudian saya mendorong siswa dalam penugasan untuk meningkatkan IT nya di kelas X ini, contohnya agar pronunciation mereka meningkat, saya memberi tugas dengan reading aloud dan membuat dialog dalam bentuk video”
R	“Terkait dengan penilaian guru kinerja bu, apakah di SMA 2 Wonogiri menerapkan hal tersebut?”
T2	“Penilaian kinerja ya ada minimal 1x dalam 1 tahun, karena nilai PKG sebagai syarat dalam pengajuan DUPAK tahunan selama ini sampai akhir desember tahun 2022 kemarin. Kalau tahun ini belum tahu karena sepertinya berubah aturan”
R	“Kemudian untuk evaluasi pembelajaran dilakukan setiap apa dan bagaimana nggih bu?”
T2	“Evaluasi untuk siswa ya setiap selesai materi. Misal ada 3 materi ya 3x evaluasi. Lalu masih ditambah PAS/ Penilaian Akhir Semester gasal dan PAT/ Penilaian Akhir Tahun untuk kelas X”
R	“Baik bu, saya kira sudah cukup. Terimakasih nggih bu sudah mau direpotkan untuk penelitian saya dan mohon maaf apabila ada kesalahan bu”
T2	“Sama-sama mbak, tidak repot kok. Saya senang bisa membantu. Semoga lancar untuk kedepannya dan bisa selesai dengan baik”
R	“Aamiin, terimakasih banyak bu”

Appendix 4. Teaching Modules

MODUL AJAR BAHASA INGGRIS SMA NEGERI 2 WONOGIRI JAWA TENGAH	CHAPTER 6 ANALYTICAL EXPOSITION TEXT
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INFORMASI UMUM

IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS
PENYUSUN	: Dra. SRI SUNARI, M.Pd.
SEKOLAH	: SMA NEGERI 2 WONOGIRI
TAHUN PEMBELAJARAN	: 2022/2023
JENJANG	: SMA
ALOKASI WAKTU	: 45 MENIT X 2 JP X 4 PERTEMUAN (360
MENIT)FASE CP	: E
ELEMEN CP	: 1. MENYIMAK-BERBICARA (LISTENING-SPEAKING) 2. MEMBACA-MEMIRSA (READING-VIEWING) 3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

KOMPETENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah kalimat.
- Siswa telah memahami cara menemukan ide pokok sebuah paragraf

PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Berkebhinekaan Global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

MODEL PEMBELAJARAN

Menggunakan pendekatan berbasis text (Genre-Based Approach)

Model Pembelajaran:
- Tatap Muk

SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat: Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet, Speaker

ASESMEN

Individu & Kelompok
Jenis: Unjuk Kerja & T

TARGET PESERTA DIDIK

Peserta didik reguler/ umum

ISI MODUL

MATERI YANG AKAN DIPELAJARI

TEXT EKSPOSISI ANALITIS (ANALYTICAL EXPOSITION TEXT)

Merupakan jenis teks yang menjelaskan pemikiran penulis terhadap suatu fenomena disertai dengan argumen-argumen. Tujuan dari teks ini hanya untuk membuat pembaca atau pendengar sadar akan suatu isu yang diangkat oleh penulis atau pembicara.

Ciri-ciri teks ini merupakan teks argumentatif yang disertai alasan-alasan yang mendukung; Menggunakan Simple Present Tense; Menggunakan kata penghubung seperti *first, second, third, next, furthermore, additionally* dan lain sebagainya; Menggunakan kata-kata evaluatif seperti *important, valuable, trustworthy*, dan lain sebagainya. Menggunakan *causal conjunctions* atau sebab-akibat contohnya, *as a result, because, by, consequently, despite, due to, for that reason*, dan lain sebagainya.

Analytical Exposition mempunyai generic structure: (1) **Thesis**, berisi pendapat penulis atau pembicara terkait topik yang dipermasalahkan. (2) **Arguments**, berisi tentang pendapat yang mendukung ide pokok. (3) **Conclusion**, berisi tentang kesimpulan atau pernyataan ulang atas inti dari ide yang disampaikan.

TUJUAN PEMBELAJARAN

1. Diperdengarkan beberapa exposition text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.
2. Peserta didik mampu menyusun exposition text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.
3. Peserta didik mampu mempresentasikan exposition text lisan di hadapan kelas dengan penuh tanggungjawab
4. Disediakan exposition text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri
5. Peserta didik mampu membuat exposition text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Penggunaan jenis teks eksposisi dalam kehidupan sehari-hari, terutama yang berhubungan dengan profesi di jurusannya.
2. Dalam pekerjaan, teks eksposisi
3. Teks eksposisi digunakan untuk langkah persuasif, contohnya dalam penanganan Covid-19.

PERTANYAAN PEMANTIK

1. Do you stay at home in this pandemic?
2. Can washing hands prevent coronavirus spread?
3. What does technician do at his workshop?
4. Do you think that SMK is the best?

Kegiatan Awal
(10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- *Do you stay at home in this pandemic?*
 - *If yes, what will you say to make other people stay at homelike what you did?*
 - *If no, state your idea, why people shouldn't stay at home in this pandemic?*
 - *Do you know that your idea about something and arguments follows, it called "exposition text"?*
3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
 5. Menjelaskan asesmen yang akan didapatkan peserta didik.


Kegiatan Inti
(70 Menit)

1. Building Knowledge of the Field (BKoF)
 - Peserta didik diminta untuk mendengarkan beberapa teks exposisi lisan berbentuk audio MP3/Video
 - Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang didengar yaitu memasang tesis dengan argumen.
2. Modelling of the Text (MoT)
 - Peserta didik menjelaskan hubungan antara tesis dan argumen.
 - Peserta didik diberi penjelasan tentang struktur teks dan fungsi teks oleh guru.

	<p>3. Join Construction of the Text (JCoT)</p> <ul style="list-style-type: none"> - Peserta didik diperlihatkan gambar dalam slide presentasi berisi beberapa argumen tentang sebuah tesis. - Peserta didik membangun teks secara lisan dipandu oleh guru
<p>Kegiatan Penutup (10 Menit)</p>	<p>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?</i></p> <p>2. Menyimpulkan apa yang dipelajari hari ini.</p> <p>3. Menyampaikan agenda pertemuan berikutnya</p>

LEARNING ACTIVITY

**2nd MEETING
SPOKEN CYCLE**

<p>Kegiatan Awal (10 Menit)</p>	<p>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;</p> <p>2. Memberikan pertanyaan pemantik berdasarkan gambar:</p>  <ul style="list-style-type: none"> - <i>Can washing hands prevent coronavirus spread?</i> - <i>How come?</i> <p>3. Mengingatkan pekerjaan pekan lalu membuat teks secara terbimbing.</p>
<p>Kegiatan Inti (70 Menit)</p>	<p>4. Join Construction of the Text (JCoT)</p> <ul style="list-style-type: none"> - Peserta didik dikelompokkan berisi 4 orang. - Peserta didik diperlihatkan gambar dalam slide presentasi berisi beberapa argumen tentang sebuah tesis. - Peserta didik membangun teks secara lisan dipandu oleh guru

5. Independent Construction of the Text (ICoT)
 - Peserta didik secara berkelompok 4 orang.
 - Peserta didik diperlihatkan slide presentasi yang berisi gambar terkait tesis dan argumen
 - Peserta didik secara mandiri membangun teks secara lisan.
 - Peserta didik mempresentasikan hasil teks nya di depan kelas.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

**3rd MEETING
WRITTEN CYCLE**

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- *What does he do?*
- *Why does he wear that cloth?*

Kegiatan Inti (70 Menit)

1. Building Knowledge of the Field (BKoF)
 - Peserta didik diperlihatkan teks tentang keamanan kerja di bengkel yang masih acak.
 - Peserta didik memasang tesis dan argumen yang tepat.

	<ol style="list-style-type: none"> 2. Modelling of the Text (MoT) <ul style="list-style-type: none"> - Peserta didik menerima penjelasan struktur teks - Peserta didik mengelompokkan teks ke dalam struktur analytical exposition. 3. Join Construction of the Text (JCoT) <ul style="list-style-type: none"> - Peserta didik dikelompokkan berisi 4 orang - Peserta didik merespon pertanyaan yang mengikuti text dengan bimbingan guru - Peserta didik mencoba menyusun teks dipandu guru.
Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?</i> 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

**4th MEETING
WRITTEN CYCLE**

Kegiatan Awal (10 Menit)	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; 2. Memberikan pertanyaan pemantik: <ul style="list-style-type: none"> - <i>Do you think that SMA is the best?</i> - <i>Why do you say so?</i> 3. Mengingatkan pekerjaan pekan lalu membuat teks secara terbimbing.
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Kegiatan Inti (70 Menit)

1. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang.
 - Peserta didik diperlihatkan gambar dalam slide presentasi berisi beberapa argumen tentang sebuah tesis.
 - Peserta didik membangun teks secara tulis dipandu oleh guru
2. Independent Construction of the Text (ICoT)
 - Peserta didik secara berkelompok 4 orang.
 - Peserta didik diperlihatkan slide presentasi yang berisi gambar terkait tesis dan argumen
 - Peserta didik secara mandiri membangun teks secara tertulis.
 - Peserta didik menempelkan hasil teks nya di depan kelas.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. Howdo you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

ASESMEN

Rancangan Asesmen Diagnostik

A. Diagnostik Non-Kognitif

- Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)Waktu pengerjaan: 10 menit
Persiapan : Menyiapkan media misalnya kertas/formulir daring
Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	<ol style="list-style-type: none">1. Apakah kamu pernah berbeda pendapat dengan temanmu terkait suatu hal, misalnya siapa pemain bola terbaik?2. Apakah kamu memberikan alasan (argumen) terkait pendapatmu itu?

Pengenalan jenis teks	1. Pernahkah kamu menemukan tulisan yang berisi sebuah pendapat yang disertai alasan-alasan?
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B. Diagnostik Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran) Waktu pengerjaan: 10 menit
 Persiapan : Menyiapkan media misalnya kertas/formulir
 daring Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup Tindak lanjut : melakukan pengolahan pada hasil asesmen
 Materi yang diujikan : Analytical Exposition

Pertanyaan	Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
Which is the best argument can support statement "Smoking should be banned" ?	Smoking can cause lung cancer	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	Smoking is a bad habit	Paham sebagian	Memberikan pembelajaran remedial
	Smoking is human right	Tidak paham	Memberikan pembelajaran remedial
Which is the best argument can support statement "Online game is bad"?	It spreads violance	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	It make you happy	Paham sebagian	Memberikan pembelajaran remedial
	It kills your boring time	Tidak paham	Memberikan pembelajaran remedial

Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan
 Persiapan : Menyiapkan LKPD
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperdengarkan beberapa exposition text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Pertemuan 1	Tertulis
2. Peserta didik mampu menyusun exposition text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusanannya.	Pertemuan 1	Unjuk Kerja
3. Peserta didik mampu mempresentasikan exposition text lisan di hadapan kelas dengan penuh tanggungjawab	Pertemuan 2	Unjuk Kerja

4. Disediakan exposition text tulis, peserta didik mampu menganalisis struktur teks dan unsur	Pertemuan 3	Tertulis
---	-------------	----------

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
kebahasaan secara mandiri		
5. Peserta didik mampu membuat exposition text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 4	Tertulis

Rancangan Asesmen Sumatif

Waktu dilakukan : Akhir pertemuan ke-4
 Persiapan : Menyiapkan daftar soal
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
1. Diperdengarkan beberapa exposition text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	2	Soal Listening
2. Peserta didik mampu menyusun exposition text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	1	Soal Listening
3. Peserta didik mampu mempresentasikan exposition text lisan di hadapan kelas dengan penuh tanggungjawab	1	Soal Listening
4. Disediakan exposition text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	4	Soal Reading
5. Peserta didik mampu membuat exposition text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	2	Soal Reading

PENGAYAAN & REMEDIAL

Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial

Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

GLOSARIUM

Analytical Exposition	: teks yang berisi posisi pembuat teks terhadap sesuatu
Thesis	: posisi pembuat menyikapi suatu hal
Argument	: alasan yang menguatkan thesis
Reiteration	: pengungkapan tesis kembali
Workshop	: bengkel
Coronavirus	: virus corona

DAFTAR PUSTAKA

Widiati, Utami dkk. 2017. Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.

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<https://www.youtube.com/watch?v=ILks4YYJM5s>

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Mengetahui

Wonogiri, 2 Januari 2023

Mengetahui Sekolah

SUMANTO S.Pd., M.Pd.
Dosen Pengajar
NIP. 19680705 200003 1 006

Guru Mapel

Dra. SRI SUNARI, M.Pd
NIP 196607081994122004

INFORMASI UMUM

IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS
PENYUSUN	: ELY KUSTRINI S, S.Pd.
SEKOLAH	: SMA NEGERI 2 WONOGIRI
TAHUN PENYUSUNAN	: 2022/2023
JENJANG / KELAS	: SMA/ X
ALOKASI WAKTU	: 45 MENIT X 2 JP X 4 PERTEMUAN (360 MENIT)
FASE CP	: E
DIMENSI CP	: 1. MENYIMAK-BERBICARA (LISTENING-SPEAKING) 2. MEMBACA-MEMIRSA (READING-VIEWING) 3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

KOMPETENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah kalimat.
- Siswa telah memahami cara menemukan ide pokok sebuah paragraf

PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Berkebhinekaan Global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

MODEL PEMBELAJARAN

Menggunakan pendekatan berbasis text (Genre-Based Approach)

Model Pembelajaran:

- Tatap Muka
- PJJ Daring
- PJJ Luring

SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:
Laptop/komputer, LCD, Video, Audio,
HP, Jaringan Internet, Speaker

ASESMEN

Individu & Kelompok
Jenis: Unjuk Kerja & Tertulis

TARGET PESERTA DIDIK

Peserta didik reguler/toipikal/umum

ISI MODUL

MATERI YANG AKAN DIPELAJARI

TEXT FACTUAL REPORT (FACTUAL REPORT TEXT)

Merupakan teks merupakan salah satu jenis teks yang menjelaskan sesuatu berdasarkan fakta, realitas, atau kenyataan atau sebuah teks yang terdiri dari fakta-fakta dan bukan jenis teks yang terdiri dari teori-teori tertentu atau pendapat pribadi sehingga factual report akan selalu bersifat objektif dan mengandung kebenaran umum yang dapat dipahami semua orang. Tujuan dari factual report yaitu untuk menyajikan informasi secara transparan, benar, akurat dan ilmiah.

Factual report biasanya mendeskripsikan sesuatu secara menyeluruh, yang dideskripsikan bisa berupa alam atau buatan manusia

Factual Report mempunyai generic structure: (1) **General Classification**, yaitu sebuah statemen yang mendeskripsikan secara umum atau deskripsi umum dari sesuatu yang akan ditulis. (2) **Description** yaitu menceritakan tentang fenomena apa yang akan didiskusikan secara lebih khusus, contohnya bagian bagiannya, kelakuan atau habitatnya, atau secara khusus mendeskripsikan benda atau fenomena tersebut. (3). Tenses yang digunakan adalah **Simple Present Tense**.

TUJUAN PEMBELAJARAN

1. Diperdengarkan beberapa factual report text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.
2. Peserta didik mampu menyusun factual report text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.
3. Peserta didik mampu mempresentasikan factual report text lisan di hadapan kelas dengan penuh tanggungjawab
4. Disediakan factual report text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri
5. Peserta didik mampu membuat factual report text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Penggunaan jenis teks factual report dalam fenomena alam dan buatan manusia, terutama yang berhubungan dengan profesi di jurusannya.
2. Teks factual report dalam kehidupan sehari-hari dan dalam pekerjaan
3. Teks factual report digunakan untuk hasil observasi dan analisis suatu kondisi secara sistematis dan bersifat umum. contohnya dalam fenomena alam tsunami.

PERTANYAAN PEMANTIK

1. Do you know tsunami?
2. Do you know about waves?
3. How would you describe a tsunami?
4. Do you know that your idea about something and arguments follows, it called "factual report text" ?

**Kegiatan Awal
(10 Menit)**

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- *Do you know tsunami?*
 - *Do you know about waves?*
 - *How would you describe a tsunami?*
 - *Do you know that your idea about something and arguments follows, it called "factual report text" ?*
3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
 5. Menjelaskan asesmen yang akan didapatkan peserta didik.

**Kegiatan Inti
(70 Menit)**

1. Building Knowledge of the Field (BKoF)
 - Peserta didik diminta untuk mendengarkan beberapa teks faktual lisan berbentuk audio MP3/Video
 - Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang didengar yaitu memasang general classification dengan description.
2. Modelling of the Text (MoT)
 - Peserta didik menjelaskan hubungan antara general classification dan description.
 - Peserta didik diberi penjelasan tentang struktur teks dan fungsi teks oleh guru.
3. Join Construction of the Text (JCoT)
 - Peserta didik diperlihatkan gambar dalam slide presentasi berisi beberapa argumen tentang sebuah general

	<p>classification.</p> <ul style="list-style-type: none"> - Peserta didik membangun teks secara lisan dipandu oleh guru
<p>Kegiatan Penutup (10 Menit)</p>	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

Kegiatan Awal
(10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- *What will happen if a tsunami comes?*
 - *What causes tsunamis?*
3. Mengingatn pekerjaan pekan lalu membuat teks secara terbimbing.

Kegiatan Inti
(70 Menit)

4. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang.
 - Peserta didik diperlihatkan gambar dalam slide presentasi berisi beberapa argumen tentang sebuah general classification.
 - Peserta didik membangun teks secara lisan dipandu oleh guru

- 5. Independent Construction of the Text (ICoT)
 - Peserta didik secara berkelompok 4 orang.
 - Peserta didik diperlihatkan slide presentasi yang berisi gambar terkait general classification dan description
 - Peserta didik secara mandiri membangun teks secara lisan.
 - Peserta didik mempresentasikan hasil teks nya di depan kelas.

- Kegiatan Penutup (10 Menit)**
1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
 2. Menyimpulkan apa yang dipelajari hari ini.
 3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

3rd MEETING WRITTEN CYCLE

- Kegiatan Awal (10 Menit)**
1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
 2. Memberikan pertanyaan pemantik berdasarkan gambar:

 - *What picture is it ?*
 - *What can you describe about it?*

- Kegiatan Inti (70 Menit)**
1. Building Knowledge of the Field (BKoF)
 - Peserta didik diperlihatkan teks tentang keamanan kerja di bengkel yang masih acak.
 - Peserta didik memasang general classification dan description yang tepat.

	<ol style="list-style-type: none"> 2. Modelling of the Text (MoT) <ul style="list-style-type: none"> - Peserta didik menerima penjelasan struktur teks - Peserta didik mengelompokkan teks ke dalam struktur factual report. 3. Join Construction of the Text (JCoT) <ul style="list-style-type: none"> - Peserta didik dikelompokkan berisi 4 orang - Peserta didik merespon pertanyaan yang mengikuti text dengan bimbingan guru
<p>Kegiatan Penutup (10 Menit)</p>	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

4th MEETING WRITTEN CYCLE

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik:
 - *Do you think volcano is dangerous?*
 - *Why do you say so?*
 - *Make a description about it!*
3. Mengingatkan pekerjaan pekan lalu membuat teks secara terbimbing.

Kegiatan Inti (70 Menit)

1. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang.
 - Peserta didik diperlihatkan gambar dalam slide presentasi berisi beberapa description tentang sebuah general classification.
 - Peserta didik membangun teks secara lisan dipandu oleh guru
2. Independent Construction of the Text (ICoT)

	<ul style="list-style-type: none"> - Peserta didik secara berkelompok 4 orang. - Peserta didik diperlihatkan slide presentasi yang berisi gambar terkait general classification dan description - Peserta didik secara mandiri membangun teks secara tertulis. - Peserta didik menempelkan hasil teks nya di depan kelas.
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Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya
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ASESMEN

Asesmen Diagnostik (Diberikan Sebelum Pembelajaran)

Asesmen Formatif

Asesmen Sumatif

PENGAYAAN & REMEDIAL

Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

APPENDICES

LEMBAR KERJA PESERTA DIDIK

The fact that the tsunami can cause catastrophic damage when it hits a coastline and capable of obliterating coastal settlements. People onboard a ship passing over it would not even notice the tsunami. From this it can be concluded.

The first, tsunami can have wavelengths or widths.

The second, tsunami is not one wave but a series of waves.

The last, tsunamis have tremendous force because of the great volume of water affected and the speed at which they travel.

From the conclude above, that tsunami is a natural event that we can not avoid, for that if there are symptoms of a tsunami we should evacuate to a safe place.

BAHAN BACAAN GURU & PESERTA DIDIK

GLOSARIUM

DAFTAR PUSTAKA


Mengetahui

Wonogiri, 11 Juli 2022

kepala sekolah

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Guru Mapel


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Appendix 5. Alur Tujuan Pembelajaran

ALUR TUJUAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 2 Wonogiri
 Mata Pelajaran : Bahasa Inggris
 Fase : E
 Kelas : X
 Tahun Pelajaran : 2022/2023

<p>1. Capaian Pembelajaran (CP) Elemen : Elemen Menyimak - Berbicara <i>(Listening- Speaking)</i></p>	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda.</p> <p>Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan penmampu dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasantubuh, kecepatan bicara, dan nada suara untuk mampu dipahami dalam sebagian konteks.</p>
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<p>Tujuan Pembelajaran 10.1.1</p>	<p>Peserta didik mampu menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan.</p>
<p>Tujuan Pembelajaran 10.1.2</p>	<p>Peserta didik mampu . menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi.</p>
<p>Tujuan Pembelajaran 10.1.3</p>	<p>Peserta didik mampu memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda.</p>
<p>Tujuan Pembelajaran 10.1.4</p>	<p>Peserta didik mampu menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan penmampu dan membuat perbandingan.</p>
<p>Tujuan Pembelajaran 10.1.5</p>	<p>Peserta didik mampu menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk mampu dipahami dalam sebagian konteks.</p>
<p>2. Capaian Pembelajaran Elemen : (Membaca-Memirsa <i>Reading-Viewing)</i></p>	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti <i>narrative, descriptive, procedure, exposition, recount, dan report</i>. Mereka membaca untuk mempelajari sesuatu atau untuk menampukan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini mampu berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>

Tujuan Pembelajaran 10.2.1	Peserta didik mampu membaca dan merespon berbagai macam teks seperti untuk mempelajari sesuatu atau untuk menampukan informasi
Tujuan Pembelajaran 10.2.2	Peserta didik mampu mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif
Tujuan Pembelajaran 10.2.3	Peserta didik mampu mengembangkan pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks
Tujuan Pembelajaran 10.2.4	Peserta didik mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
3. Capaian Pembelajaran Elemen : Menulis- Mempresentasikan (<i>Writing-Presenting</i>)	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Tujuan Pembelajaran 10.3.1	Peserta didik mampu menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca
Tujuan Pembelajaran 10.3.2	Peserta didik mampu membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis

	tipeteks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar.
Tujuan Pembelajaran 10.3.3	Peserta didik mampu menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya
Tujuan Pembelajaran 10.3.4	Peserta didik mampu menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital

Mengetahui

Wonogiri, 2 Januari 2023



Guru Mapel

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NIP 196607081994122004

ALUR TUJUAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 2 Wonogiri
 Mata Pelajaran : Bahasa Inggris
 Fase : E
 Kelas : X
 Tahun Pelajaran : 2022/2023

1. Capaian Pembelajaran (CP) Elemen : Elemen Menyimak - Berbicara (<i>Listening-Speaking</i>)	Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan penmampu dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasantubuh, kecepatan bicara, dan nada suara untuk mampu dipahami dalam sebagian konteks.
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Tujuan Pembelajaran 10.1.1	Peserta didik mampu menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan.
Tujuan Pembelajaran 10.1.2	Peserta didik mampu . menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai danmempertahankan percakapan dan diskusi.
Tujuan Pembelajaran 10.1.3	Peserta didik mampu memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda.
Tujuan Pembelajaran 10.1.4	Peserta didik mampu menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan penmampu dan membuat perbandingan.
Tujuan Pembelajaran 10.1.5	Peserta didik mampu menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk mampu dipahami dalam sebagian konteks.
2. Capaian Pembelajaran Elemen : (Membaca-Memirsa <i>Reading-Viewing</i>)	Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti <i>narrative, descriptive, procedure, eksposition, recount, dan report</i> . Mereka membaca untuk mempelajari sesuatu atau untuk menmampukan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini mampu berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Tujuan Pembelajaran 10.2.1	Peserta didik mampu membaca dan merespon berbagai macam teks seperti untuk mempelajari sesuatu atau untuk menampukaninformasi
Tujuan Pembelajaran 10.2.2	Peserta didik mampu mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif
Tujuan Pembelajaran 10.2.3	Peserta didik mampu mengembangkan pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks
Tujuan Pembelajaran 10.2.4	Peserta didik mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
3. Capaian Pembelajaran Elemen : Menulis- Mempresentasikan (<i>Writing-Presenting</i>)	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Tujuan Pembelajaran 10.3.1	Peserta didik mampu menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca
Tujuan Pembelajaran 10.3.2	Peserta didik mampu membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis

	tipeteks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar.
Tujuan Pembelajaran 10.3.3	Peserta didik mampu menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya
Tujuan Pembelajaran 10.3.4	Peserta didik mampu menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital

Mengetahui

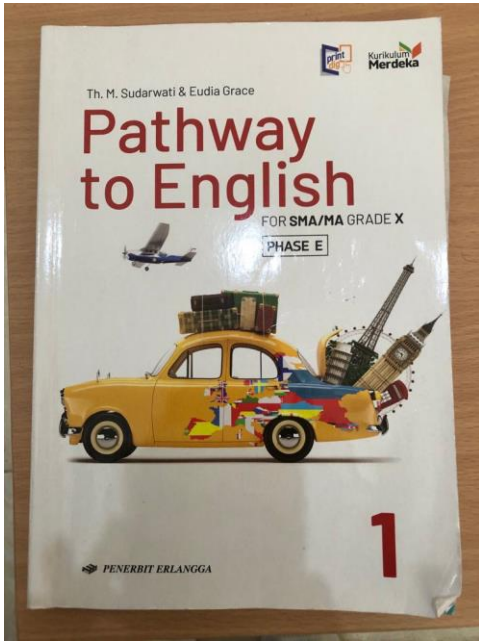


Wonorejo, 2 Januari 2023

Guru Mapel

ELY KUSTRINI S, S. Pd
NIP 19740703 200501 2 010

Appendix 6. Student Learning Resources Book

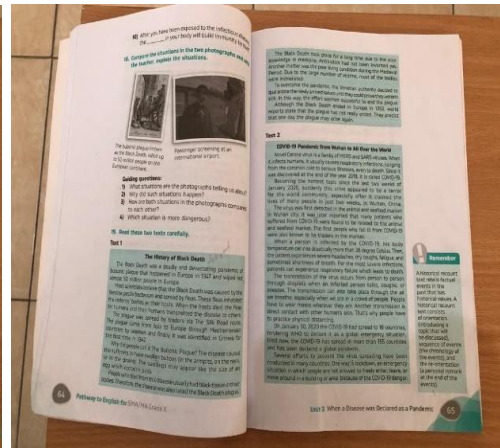
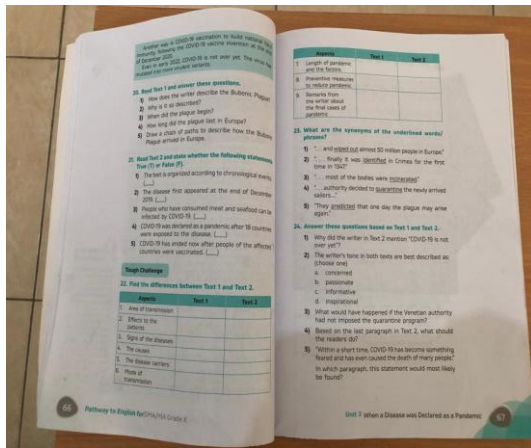


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KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN
PUSAT PERBUKUAN

BAHASA INGGRIS

Work in Progress

Budi Hermawan, Dwi Haryanti, dan Nining Suryaningsih

2022

SMA/SMK/MA KELAS X

**Hak Cipta pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
Republik Indonesia**
Dilindungi Undang-Undang

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Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan
<https://buku.kemdikbud.go.id>

Cetakan Pertama, 2022
ISBN 978-602-244-896-9 (no.jil.lengkap)
ISBN 978-602-244-897-6 (jil.1)

Isi buku ini menggunakan huruf Noto Serif 12/18pt, Steve Matteson
xviii, 182 hlm.: 17,6 x 25 cm.

Appendix 7. PPT Factual Report Text and Analytical Exposition Text



What is a Report Text ?

Report text is a type of the text that explains something based on reality or a text consisting of facts and not a type of text consisting of certain theories or personal opinions so that factual report will always be objective and contain general truths that everyone can understand.

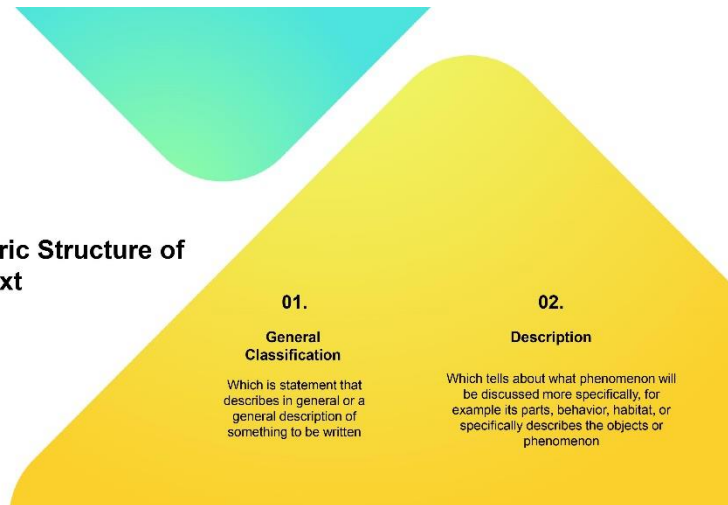
Factual reports usually describe something as a whole, which can be described as natural or man-made.



The Purpose of Report Text

The function of report text is to present information in a transparent, correct, accurate, and scientific manner. Report text presents information from observation and research of a study about objects, animals, people, or places.

The Generic Structure of Report Text



Language Features of Report Text

1. General nouns, use words that refer to something in general. For example dog, lion, or the mention of other animals in general is not specific like my dog and so on.
2. Relating verbs or linking verbs, for example is, am, are, look, seem, taste, and so on.
3. Timeless present tense, using the simple present tense time maker. For example usually, often, always, and so on.
4. Technical terms, using terms related to the topic or discussion of the report text. For example if you make a report text about animals, then in the report text there must be terms or mentions about animals.
5. Introducing group or general aspects, using language that introduces subject or object of research in general.

The Example of Report Text

(General Classification)
Komodo dragon is the largest lizard on earth. It lives within the scrub and land of some Indonesian islands.
Komodo dragon is the world's heaviest lizard, advising one hundred fifty pounds or a lot of.

(Description)
The most important Komodo ever measured was quite ten feet (3 meters) long and weighed 366 pounds (166 kg).
However, the common size of Komodo within the wild is about feet (2,5 meters) long and two hundred pounds or 91 kg.
Komodo has gray scale skin, a pointed snout, powerful limbs, and a muscular tail.
They use their keen sense of smell to find decaying an animal remains from many miles away

ANALYTICAL EXPOSITION TEXT



What is Analytical Exposition ?

In language, “analytical” means “examining or liking to examine things carefully”. That is, (likes to check/test something carefully heart). While the meaning of exposition is “a comprehensive description” or extensive explanation.

Thus, the notion can be understood as a text that try to provide a comprehensive explanation of a problem with display supporting opinios carefully.



The Purpose of Analytical Exposition Text

The main purpose of this analytical exposition text is “to attempt to persuade the reader to believe something by presenting one side of the argument”. It means trying convince the reader to believe something by providing one side just opinion

The Characteristics of Analytical Exposition Text

- That it is an argumentative text accompanied by reasons support
- Using the Simple Present Tense
- Use connecting words such as first, second, third, next, furthermore, additionally, and so on
- Using causal conjunctions or causation, for example as a result, because, by, accordingly, despite, due to, for that reason, and so on.

The Structure of Analytical Exposition Text

THESIS

In this part of the thesis the writer has to tell the reader about the main topic which will be written. The thesis can usually be found in the first paragraph of the text. In this section, the readers can also see why the author gave an opinion on the subject matter

ARGUMENTS

Writer will write opinions to support the main topic that has been conveyed previously. Usually in an analytical exposition, there are more than two arguments

REITERATION/ CONCLUSION

This section is always located at the end of the text and becomes the closing paragraph of the writing. Reiteration contains reaffirmation of the author's position and opinion on the main topic

The Example of Analytical Exposition Text

Cars should be banned in the city. As we all know, cars create pollution and cause a lot of road deaths and other accidents

Thesis

Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that cause illnesses such as bronchitis, lung cancer, and 'triggers' of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

Argumentation

In conclusion, cars should be banned from the city for the reasons listed

Reiteration/
conclusion

Appendix 8. Certificate of Training, Seminar, and Workshop

No. Kelemb. 30.12.01 T/P. 03/03/09


DEPARTEMEN PENDIDIKAN NASIONAL
DIREKTORAT JENDERAL PENDIDIKAN MENENGAH DAN KEMAHARJANAN
LEMBAGA PENJAMINAN MUTU PENDIDIKAN JAWA TENGAH
SURAT TANDA TAMAT PENDIDIKAN DAN PELATIHAN
NOMOR: 5317/F.30/PP/2009

Kepala Lembaga Penjaminan Mutu Pendidikan Jawa Tengah, menerangkan bahwa:

Nama	Ely Kustrini Setyowati, S.Pd.
NIP	197407032008012010
Pangkat, Golongan	Pangkat Madya III, I, III/6
Tempat, Tanggal Lahir	Wongore, 3 Juli 1974
Jabatan	Guru
Unit Kerja	SMA N 2 Wongore, Kabupaten Wongore

Telah berpartisipasi aktif sebagai **Peserta** dalam kegiatan *Training of Trainers* Guru Pemandu MGMP Sekolah Menengah Atas, *In Service* Mata Pelajaran Bahasa Inggris yang diselenggarakan oleh Lembaga Penjaminan Mutu Pendidikan (LPMP) Jawa Tengah mulai tanggal 8 s.d. 11 Juni 2009 dengan pola 40 jam (@ 45 menit), bertempat di LPMP Jawa Tengah dengan hasil **Baik**.

Struktur Program tercantum pada bagian belakang STTP ini.

Semarang, 11 Juni 2009
Kepala,

Mia Tami
NIP. 130937448

Certificate No. 0800008


Sertifikat
Nomor: 11901/UN27.21/PM/2019

Diberikan kepada
Ely Kustrini Setyowati, S.Pd.

atas partisipasinya dalam kegiatan
Workshop Integrasi Teknologi dalam Pembelajaran
Program Kemlitras Masyarakat (PKM) Lembaga Penelitian dan Pengabdian pada Masyarakat (LPPM) Universitas Sebelas Maret Surakarta dengan judul "Peningkatan Kapasitas Guru untuk Integrasi Teknologi dalam Pembelajaran" yang diselenggarakan Tim PKM LPPM UNS pada 20 Juli-05 Agustus 2019

 Mengetahui Ketua LPPM UNS Prof. Dr. Wjododo Muktiyo NIP. 066402271958051002	 Ketua Tim PKM Dr. Endang Setyaningrum NIP. 1959061524090420005
--	---


DEPARTEMEN PENDIDIKAN NASIONAL
DINAS PENDIDIKAN KABUPATEN WONGORE
SURAT KETERANGAN KEIKUTSERTAAN
Nomor: 87313163701

Kepala Dinas Pendidikan Kabupaten Wongore menerangkan bahwa:

Nama	Ely Kustrini Setyowati, S.Pd.
NIP	197407032008012010
Unit Kerja	SMA Negeri 2 Wongore

Telah mengikuti secara aktif kegiatan *Pembudayaan MGMP Bahasa Inggris SMA*.

Yang diselenggarakan oleh Dinas Pendidikan Kabupaten Wongore Semester Ganjil Tahun Pelajaran 2009/2010 mulai tanggal 11 Agustus sampai dengan 27 Oktober 2009 sebagai **PEMANDU** dengan hasil **Baik**.

Struktur program tercantum di balik ini dengan alokasi waktu 60 jam.

Wongore, 27 Oktober 2009
KEPALA DINAS PENDIDIKAN
KABUPATEN WONGORE

Dr. H. SUKARNO, M.Pd
Pembina No. 1
NIP. 195709051981031015



Kodifikasi: 30.1202.Tet.3316A.11

KEMENTERIAN PENDIDIKAN NASIONAL
LEMBAGA PENJAMINAN MUTU PENDIDIKAN PROVINSI JAWA TENGAH
SURAT TANDA TAMAT PENDIDIKAN DAN PELATIHAN
KOMOR : 4745/ST/01/01/09/2011

Kepada Lembaga Penjaminan Mutu Pendidikan Provinsi Jawa Tengah, menerangkan bahwa :
Nama : **Dra. Sri Sunari, M.Pd**
NIP : **19660708 199412 2 004**
Tempat, Golongan : **Bombina, 11/2a**
Tempat, Tanggal Lahir : **Boyolali, 08 Juli 1966**
Jabatan : **Guru**
Unit Kerja : **SMA Negeri 2 Wonogiri, Kabupaten Wonogiri**

Selain berpartisipasi aktif sebagai **Peserta** dalam kegiatan **Training of Trainers** Guru Pemandu MGMP SMA di SMA Negeri 2 Mata Pelajaran Bahasa Inggris yang diselenggarakan oleh Lembaga Penjaminan Mutu Pendidikan Provinsi Jawa Tengah mulai tanggal 10 sampai dengan 14 Desember 2011 dengan pola 50 jam (di-45 menit), bertempat di LPMP Provinsi Jawa Tengah dengan hasil **Baik**.
Struktur Program tercantum pada bagian belakang STTP ini.

14 Desember 2011


NIP. 19580521 198403 2 007



CS
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CERTIFICATE

This is hereby certified that

Dra. Sri Sunari, M.Pd

SMA Negeri 2 Wonogiri

has fully participated in

SEMINAR AND WORKSHOP ON COMPOSING AND ANALYZING TEST ITEM OF NATIONAL EXAMINATION ON FEBRUARY 1st, 2011 AT SMA NEGERI 1 MAGELANG

Coordinator of English Teacher Association
Internationally Standardized School, Central Java


Dra. P. Padoyo, M. Pd.
NIP. 19591121191988031006

Chairperson of English Teacher Association
Internationally Standardized School, Central Java


Dra. Dewi Indrawati, M. Pd. Bi
NIP. 196010281988032001

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PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN

SERTIFIKAT
Nomor : 861 / 31429 / 2012

Kepala Dinas Pendidikan Provinsi Jawa Tengah dengan ini memberikan penghargaan kepada :

Nama : **Dra. SRI SUNARI, M.Pd**
NIP : **19660708 199412 2 004**
Tempat, Tgl Lahir : **Boyolali, 8 Juli 1966**
Jabatan : **Guru**
Unit Kerja : **SMAN 2 Wonogiri Kab. Wonogiri**

atas peran sertanya dalam kegiatan Fasilitas Peningkatan Kompetensi ICT Guru Sekolah Menengah Atas (SMA) Rintisan Sekolah Bertaraf Internasional Provinsi Jawa Tengah, yang diselenggarakan pada tanggal 9 s.d 12 Juli 2012 di Semarang sebagai **Peserta**.

Semarang, 12 Juli 2012



a.n. KEPALA DINAS PENDIDIKAN
PROVINSI JAWA TENGAH
Kepala Bidang PPTK

Dra. NURIDA KRISWATI
Gubina Tingkat I
NIP. 19580521 198403 2 002

No: 0007370

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Appendix 9. Educator Certificate

No. 0003183


DEPARTEMEN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

SERTIFIKAT PENDIDIK

Nomor : **410915700157**

Berdasarkan Surat Keputusan Menteri Pendidikan Nasional Nomor 022/P/2009 tentang Penetapan Perguruan Tinggi Penyelenggara Sertifikasi bagi Guru dalam Jabatan, Rektor Universitas Muhammadiyah Surakarta, selaku Ketua Rayon 41, menyatakan bahwa :

ELY KUSTRINI SETYOWATI

Nomor peserta **09031215710978**, lahir di **WONOGIRI**, pada tanggal **03 Juli 1974**,
guru di **SMA NEGERI 2 WONOGIRI**

LULUS Sertifikasi Guru dalam Jabatan dan dinyatakan sebagai GURU PROFESIONAL
bidang studi **Bahasa Inggris**

Surakarta, 26 Desember 2009

Rektor / Ketua Rayon 41

Dr. Bambang Setiaji
NIP. 260

No. 0004635


DEPARTEMEN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

SERTIFIKAT PENDIDIK

Nomor : **130815704566**

Berdasarkan Surat Keputusan Menteri Pendidikan Nasional Nomor 057/O/2007 tentang Penetapan Perguruan Tinggi Penyelenggara Sertifikasi bagi Guru dalam Jabatan, Rektor Universitas Sebelas Maret, selaku Ketua Rayon 13, menyatakan bahwa :

SRI SUNARI

Nomor peserta **08031215711245**, lahir di **Boyolali**, pada tanggal **08 Juli 1966**,
guru di **SMA Negeri 2 Wonogiri**

LULUS Sertifikasi Guru dalam Jabatan dan dinyatakan sebagai GURU PROFESIONAL
bidang studi **Bahasa Inggris**

Surakarta, 29 Desember 2008

Rektor / Ketua Rayon 13

Prof. Dr. Much. Syamsulhadi, dr. Sp. KJ (K)
NIP. 130543952

Appendix 10. Statement Letter



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 2
WONOGIRI**

Jalan Nakula V Wonokarto Wonogiri Kode Pos 57612 Telepon 0273 321385,
Faksimile. 0273-5328886 Surat Elektronik sman2_giri@yahoo.com

SURAT KETERANGAN

Nomor : 071/0510.a

Yang bertanda tangan di bawah ini:

Nama : **SUMANTO, S.Pd.,M.Pd**
NIP : 19680705 200003 1 006
Pangkat, Gol : Pembina TK I, IV b
Jabatan : Kepala Sekolah

Nama : **FADHILAH PUSPITANINGRUM**
NIM : 196121139
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Adab Dan Bahasa UIN Raden Mas Said Surakarta

Benar-benar telah melakukan penelitian di SMA Negeri 2 Wonogiri, yang dilaksanakan pada Tanggal 26 April s. d. 4 Mei 2023, untuk penelitian skripsi yang berjudul **"ENGLISH TEACHER PROFESSIONAL COMPETENCE IN INDEPENDENT CURRICULUM (KURIKULUM MERDEKA) OF TENTH GRADE AT SMA N 2 WONOGIRI IN ACADEMIC YEAR 2022/2023"**.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Wonogiri, 16 Mei 2022

Kepala Sekolah



SUMANTO, S.Pd.,M.Pd
Pembina Tingkat I
NIP 19680705 200003 1 006

Appendix 11. Photographs

SMA N 2 Wonogiri school's photo



Photo when the researcher conducted an interview
with teacher 1 (Ely Kustrini, S.Pd.)



Photo when the researcher conducted an interview
with teacher 2 (Dra.Sri Sunari, M. Pd.)



Photo when the researcher observed English learning
by Mrs. Ely Kustrini, S.Pd in class 10.11



Photo when the researcher observed English learning
by Mrs. Dra. Sri Sunari, M. Pd in class 10.6

