

**THE IMPLEMENTATION OF FREEDOM CURRICULUM TO TEACH  
*TINGKAT LANJUT* ENGLISH SUBJECT AT XI GRADE OF SMA BATIK  
1 SURAKARTA IN ACADEMIC YEARS OF 2022/2023**

**THESIS**

Submitted as a Partial Requirements  
for the Degree of Undergraduate Degree



**By:**

**SALSABILLA RACHMA SANTOSO**

**SRN. 196121069**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
UIN RADEN MAS SAID SURAKARTA**

**2023**

## ADVISOR'S SHEET

Subject : Thesis of Salsabilla Rachma Santoso  
SRN : 196121069

To :

Dean  
Faculty of Cultures and Languages  
UIN Raden Mas Said Surakarta  
In Sukoharjo

*Assalamu'alaikum Wr. Wb.*

After reading throughly and giving necessary advices, herewith, as the advisors, we state that tesis of

Name : Salsabilla Rachma Santoso

SRN : 196121069

Title : The Implementation of Freedom Curriculum to Teach *Tingkat Lanjut* English Subject in XI Grade of SMA Batik 1 Surakarta in Academic Years of 2022/2023.

has ready fulfilled the requirements to be presented before The Board of Examiner (*munaqosyah*) to gain Undergraduate Degree in.....

Thank you for your attention,

*Wassalamu'alaikum Wr. Wb.*

Surakarta, 12 Mei 2023

Advisor,

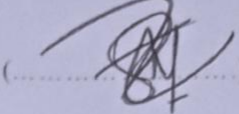


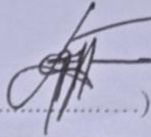
**Prof. Dr. Imroatul Solikhah, M. Pd.**



NIP. 19770316 200912 2 002

## RATIFICATION

This is to certify the Sarjana thesis entitled, "The Implementation of Freedom Curriculum to Teach *Tingkat Lanjut* English Subject in XI Grade of SMA Batik 1 Surakarta in Academic Years of 2011/2023" by Salsabila Rachma Santoso has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree.


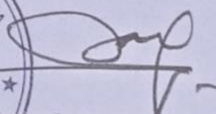
Chairman : Nestiani Hutami, M.A. (.....)  
NIP. 19861140 201903 2007

Secretary : Prof. Dr. Imroatus Solikhah, M.Pd. (.....)  
NIP. 19770316 200912 2 002

Main Examiner  H. Zainal Arifin, S.Pd., M.Pd. (.....)  
NIP. 19730820 200312 1 003

Sukoharjo, May, 30 2023.

Approved by  
Dean, faculty of Cultures and Languages

  
  
Prof. Dr. Toto Suharto, S. Ag, M. Ag.  
NIP. 19710403 1999803 1 005

## **DEDICATION**

This Thesis dedication to:

1. My parents Heri Santoso, S.H. and Hidayatul Mujtahidah, S.Pd.I.
2. My brother Al Firdaus Najwa Santoso
3. My Almamater UIN Raden Mas Said Surakarta

## MOTTO

The weak can never forgive. Forgiveness is an  
attribute of the strong  
-Mahatma Gandhi-

*...Wa laa tai'asuu mir rawhil laahi...*  
..and do not despair of relief from Allah..  
-Q.S. Yusuf : 87-

## PRONOUNCEMENT

Name : Salsabilla Rachma Santoso  
SRN : 196121069  
Study Program : English Language Education  
Faculty : Cultures and Languages

I hereby sincerely state that the thesis entitled "The Implementation of Freedom Curriculum to Teach Tingkat Lanjut English Subject in XI Grade of SMA Batik 1 Surakartain Academic Years of 2022/2023" is my real masterpiece. Citation and referred in the bibliography.

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

Sukoharjo May 30, 2023

Created by



*Salsabilla Rachma Santoso*

Salsabilla Rachma Santoso

SRN.196121069

## ACKNOWLEDGEMENT

*Alhamdulillah* all my praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Implementation of Freedom Curriculum to Teach *Tingkat Lanjut* English Subject in XI Grade of SMA Batik 1 Surakarta in Academic Years of 2022/2023. Peach be upon Phopet Muhammad SAW, the great leader and good inspiration of world of revolution.

The researcheris sure that this thesis would not be completed whitout the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag, M.Pd., the Rector of the UIN Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., the Dean of Cultures and Languages Faculty.
3. Wildan Mahir Muttaqin, M.A.,the Coordinator of English Language Education Study Program.
4. Dr. Imroatus Solikhah, M.Pd., the Supervisor who had provide guidance, precious advice, correction and help to revice the mistake during the entire process of writing this thesis.
5. Moh. Setio Nugroho, S.Pd, M.Pd., the Head of curriculum in SMA Batik 1 Surakarta who give permission to conducting research in SMA Batik 1 Surakarta.
6. Witria Kusuma Dewi, S.Pd, M.Si., the English teacher in SMA Batik 1 Surakarta who give permission, opportunity, and her time to be subject of this thesis so this thesis can clompleted.
7. All of students of XI 2 and XI 3, SMABatik 1 Surakarta, who give opportunity to conducting this research in their class.
8. Both of researcher parents, Heri Santoso, S.H. and Hidayatul Mujtahidah, S.Pd., who always be a big supports in prayers and material so researcher can finished her thesis to day.
9. Fahtoromy Surya Atmaja who always be the best supporting friend, hearing all the complaint, giving motivation and help to researcher in progress of finishing the thesis until to day.
10. Erika Surnani who always be a friend that all out in helping the researcher.
11. All of friends in Gimbu's Boarding House who always be a support system.
12. All of friends of Mawadono Family who always be support system in all occasions at the first day at college until to day.

13. All of my friends that can not be describe who always give positive vibe during working on thesis.

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

Sukoharjo May 30, 2023

The researcher

**Salsabilla Rachma Santoso**

SRN. 196121069



## TABLE OF CONTENTS

<b>DEDICATION</b> .....	iv
<b>MOTTO</b> .....	v
<b>PRONOUNCEMENT</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF TABLE</b> .....	xi
<b>LIST OF PICTURES</b> .....	xii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER I</b> .....	1
<b>INTRODUCTION</b> .....	1
<b>A. Background of the Study</b> .....	1
<b>B. Identification of Problem</b> .....	11
<b>C. Limitation of the Study</b> .....	11
<b>D. Research Question</b> .....	12
<b>E. Objectives of the Study</b> .....	12
<b>F. Significance of the Study</b> .....	13
<b>G. Definition of Key Terms</b> .....	14
<b>CHAPTER II</b> .....	16
<b>LITERATURE RIVIEWS</b> .....	16
<b>A. Theoretical Framework</b> .....	16
1. The Definitions of Curriculum .....	16
2. The Definition of Freedom Curriculum.....	17
3. English Subject .....	18
4. Standard Process.....	20
5. The Teaching Learning Component .....	27
6. The Definitions of Implementation .....	35
7. Main Activities in the Implementation of Education: .....	36
8. Teaching Learning Process.....	37
9. Problem in Teaching Learning English .....	37
<b>B. Previous Related Study</b> .....	38

<b>CHAPTER III</b> .....	43
<b>RESEARCH METHODOLOGY</b> .....	43
<b>A. Research Design</b> .....	43
<b>B. Research Setting</b> .....	44
<b>C. Subject and Object of the Research</b> .....	45
<b>D. The Technique of Data Collection</b> .....	45
<b>E. The Technique of Data Analyzation</b> .....	46
<b>F. The Trustworthiness of Data</b> .....	48
<b>CHAPTER IV</b> .....	51
<b>FINDINGS AND DISCUSSIONS</b> .....	51
<b>A. Finding</b> .....	51
1. The Analysis of Implementation of Freedom Curriculum to Teach <i>Tingkat Lanjut</i> English Subject .....	51
2. Problem Faced by Teacher in Implementing the Freedom Curriculum to Teach <i>Tingkat Lanjut</i> English Subject .....	76
a. Internal Problem .....	77
b. External problem .....	77
<b>B. Discussion</b> .....	78
1. The Implementation of Freedom Curriculum to Teach <i>Tingkat Lanjut</i> English Subject .....	79
2. Problem Faced by Teacher in Implementing the Freedom Curriculum to Teach <i>Tingkat Lanjut</i> English Subject .....	82
<b>BAB V</b> .....	84
<b>CONCLUSION AND SUGGESTION</b> .....	84
<b>A. Conclusion</b> .....	84
<b>B. Sugestion</b> .....	85
<b>BIBLIOGRAPHY</b> .....	86

## LIST OF TABLE

Table 1.1. Class at SMA Batik 1 Suakarta .....	8
Table 2.1. Teaching Module Component.....	27
Table 2.2. Table of Previous Reated Study .....	42
Table 3.1. Time of Research .....	45

## LIST OF PICTURES

Picture 4.1. Bahasa Inggris Tingkat Lanjut Textbook .....	57
Picture 4.2. White Board as teaching media .....	58
Picture 4.3. Students asked some question about their works.....	61
Picture 4.4. Quiz at meeting 2 about arguments and sugestions.....	62
Picture 4.5. Miss. WK walk around to check student work.....	64
Picture 4.6. Students seem have no motivation in learning .....	65
Picture 4.7. Quiz at meeting 3.....	66
Picture 4.8. Miss. WK explain the activities to be carry out.....	68
Picture 4.9. Miss. WK answering the question from students .....	69
Picture 4.10. Students doing their work .....	70
Picture 4.11. Students who seek permission to use English. ....	75

## LIST OF APPENDICS

APPENDIX 1 Interview Guide I .....	95
APPENDIX 2 interview transcript.....	100
APPENDIX 3 Interview Guide II .....	121
APPENDIX 4 Observation Guide.....	122
APPENDIX 5 Observation Transcript .....	131
APPENDIX 6 Certificate of Having Carried Out Research at SMA Batik 1 Surakarta .....	136
APPENDIX 7 Document Guide .....	139
APPENDIX 8 Plot of Learning Objective (ATP) .....	140
APPENDIX 9 Learning Module .....	146
APPENDIX 10 Teaching Jobs of English Teachers in SMA Batik 1 Surakarta .....	165
APPENDIX 11 Documentation .....	167

## ABSTRACT

Salsabilla Rachma Santoso. 2023. *The Implementation of Freedom curriculum to teach Tingkat Lanjut English Subject in XI Grade of SMA Batik 1 Surakarta in Academic Years of 2022/2023*. Thesis, English Education Department, Cultures and Languages Faculty.

Advisor: Prof. Dr. Imroatus Solikhah, M.Pd.

Freedom Curriculum is a new curriculum that rilized in 2021. In the rality there some teacher still did not adapt well and have lack in motivation and competency to implemented this curriculum. Therefore, this study are to find the implementation and problem faced by teacher inteaching learning process of *Tingkat Lanjut* English Subject using Freedom Curriculum in XI Grade of SMA Batik 1 Surakarta in second semester, academic years of 2022/2023.

This study use descriptive qualitative as a research design. The collecting data use Observation, Interview, and Documentation. This research conducting in XI 2 and XI 3 class of SMA Batik 1 Surakarta and use teacher who participating TOT to be an informant. This research use analysis technique from Miles and Hubberman. Therefore, for the truthworthines use Data Triangulation technique.

This study found that in SMA Batik 1 Surakarta there are two English Subject, *Wajib* English Subject and *Tingkat Lanjut* English Subject. In teach *Tingkat Lanjut* English Subject in XI grade of SMA Batik 1 Surakarta, they have implemented Freedom Curriculum. 1. The implementation of Freedom Curriculum are in: Teachers have participating in training as qualified teacher to conduct teaching using Freedom Curriculum. 1) Teacher using 2 documents that use as teaching planning, they are ATP and Teaching Modules which have good fitures. 2) The implementation of the Freedom Curriculum in teaching is quite good, there are clearly find many teacing components that interesting. a) Teaching learning processes are student-oriented. i) In the teaching learning process teachers positioning her self as facilitator who determine the materials quiz, and project. Teachers also give efforts to make the teaching learning process more inspirative, fun, motivating, and challenging. ii) Students mostly active in teaching learning process, but sometimes some students have lack in motivation in studying English. b) Teacher use internet and textbook as source to determining materials and quiz. c) Teaching learning processes using differentiated approach that give different

teaching learning activity in each class. Teachers also use discourse, question and answer, and recitation method as teaching method. d) Teachers use whiteboard and softfile of *Tingkat Lanjut* English Textbook as teaching media. e) In the classroom management, teachers do what other teachers do, such as conducting the students and doing a little arrangements of class facility. Teachers do not make extream arragememts to the class facility, such as replacing some stuff or change the seat setting.3) Teacher utilizing all the activities that can be a assessments, such as through quiz, presentations, speaking, and conversations.2. There are also find the problems faced by teachers in the implementation: 1) Internal problems, such as the lack of adaptation and motivation from within the teacher to implement the Freedom Curriculum for the better. and 2) External problems, such as too many and short meetings and a lot of material and media that must be prepared by the teacher when using differentiated approach.

**Keywords:** ImplementationFreedom Curriculum, Problem faced by teacher,  
Tingkat Lanjut English Subject

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Education is a process of experience (Rahmat, 2021). Hadi argues that education is a experience processed by individuals to develop abilities, attitudes, and behavior in their environment (Subakti et al., 2022). Therefore, the purpose of education is not the result of learning, but the process of learning itself (Uno et al., 2022). Then a more formal understanding of education is conveyed by Owlgen who says that education is a process of gaining knowledge and skills after studying a certain subject (Subakti et al., 2022). From the opinion above, it can be concluded that education is the experiences that a person receives, both formally and informally, which makes him learn.

To achieve an optimal education process, a strong curriculum is needed. Because the curriculum is the heart of education, it determine the continuity of education (Munandar, 2017). So it can be said that education and curriculum are two things that closely related. Bahri (2017) argues that the curriculum is a description of the vision, mission, and educational goals of a nation. According to Law No. 20 (2003) “curriculum is a set of teaching learning process plans related to the objectives, content, teaching materials, and methods used and as a guideline in the implementation of teachinglearning process to achieve a national education goal”. This means that the curriculum is a device that is used as a guide for carrying out education to achieve the purpose of the education.



In Indonesia there is often a renewal of the curriculum, this is done to make the curriculum closer to perfect, in other words, curriculum that can confront current educational needs. It can be seen that the changing times also affect the social and educational aspects. Consequently, tools are also expected that can confront educational needs at this time, such as mastery of technology and other social needs. As stated by Achmad et al,(2022) education must be able to be dynamic or adapted to balance and follow developments that occur in various scientific developments that can be a provision for students in carrying out their lives.

In Indonesia, the curriculum has changed approximately 12 times since 1952. This shows that Indonesia is trying to always renew the education system which of course aims to advance and prosper the lives of Indonesian people. In academic years of 2013/2014, education in Indonesia used the 2013 Curriculum. Then in the academic years of 2016/2017, it was replaced with the 2013 Curriculum Revised Edition while remaining competency-based and character-based with changes aimed at improving the previous curriculum and meeting educational needs at that time. In implementing the 2013 Curriculum Revised Edition, teachers are required to always integrate character content in each lesson. It is planned that this curriculum in the long term prepared to create a golden generation in 2024 (Mulyasa, 2021).

In 2020 the Covid-19 pandemic has changed various activities and perspectives in all aspects, including education. This makes the implementation of the 2013 Curriculum Revised Edition disrupted. The government provide regulations not to crowd and limit direct interaction with other people. People

began to depend on technology to fulfill their needs. It also has an impact on education. The government has begun to open distance learning to limit direct interactions that may occur in schools.

There are various problems in the implementation of education since pandemi. According to Rahmadayanti et al., UNICEF explains that school from home limiting interaction between teachers and students where studying only spend time per day is approximately 2 to 3 hours. It triggered the emergence of parental anxiety due to limitations in children's learning capacity, the lack of teacher guidance, the emergence of boredom and a decrease in learning motivation as a result of the teacher's inability to innovate and be creative in delivering learning materials (Rahmadayanti et al., 2022).

Anggraena et al., (2022) stated that to anticipate the wider impact that occurs in learning during the pandemic on learning loss and learning gaps, the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines Curriculum Implementation in Education Units for Special Conditions, Emergency Curriculum, was released which in essence is a simplification of the 2013 Curriculum Revised Edition. The purpose of this curriculum is that students can focus on important competencies only. Anggraena also explained that the results of the evaluation of Emergency Curriculum (*Kurikulum Darurat*) conducted by the Ministry of Education and Culture found that students who used the Emergency Curriculum got better assessment results than those who used the full of 2013 Curriculum Revised Edition (Anggraena et al., 2022).

The Minister of Education, Nadiem Makarim, then formed a new official curriculum as an effort to overcome the learning lost experienced by Indonesian students, that is the Freedom Curriculum. Implementation of the Freedom Curriculum has started in academic years of 2021/2022. Therefore, in academic years of 2021/2022, there are three curricula applied in Indonesia, they are the 2013 Curriculum Revised Edition, Emergency Curriculum, and Freedom Curriculum. Schools that have implemented the Freedom Curriculum are schools that have received training and ready to use the curriculum.

Freedom Curriculum is a curriculum with diverse intra-curricular learning where content will be more optimal so that students have enough time to explore concepts and strengthen competence (Nurani et al., 2022). The implementation of the Freedom Curriculum is in accordance with the Ministry of Education and Culture Regulation No. 56 (2022) about guidelines for implementing the curriculum in the context of restoring learning. In that regulation states that a curriculum with the principle of diversification is needed, the curriculum is adapted to the conditions of the education unit, regional potential, and students to restore learning losses during special conditions (pandemic). Then on the first copy of the Ministry of Education and Culture Regulation No. 56 (2022) states that the structure of primary and secondary education is divided into 2 main activities, they are: intra-curricular learning and Pancasila strengthening projects.

Learning activities in the Freedom Curriculum referring to the Ministry of Education and Culture Regulation No. 16 (2022) about standards process, set about planning, implementation, and assessment. In planning, there are

documents containing education plans which contain the Learning Objectives (*Tujuan Pembelajaran*) which usually called TP, the plot of learning objective (*Alur Tujuan Pembelajaran*) which usually called ATP, and the Learning Assessment. In implementing, teachers are expected to be role models, companions, and facilitators for students. Teachers are also expected to be able to build a learning atmosphere that are interactive, inspiring, fun, motivating and provide enough space for students. Then the assessment in the regulation is an assessment for the planning and implementation of learning carried out by fellow educators, heads of education units, and students.

In the phase of changing the curriculum, there will be an adaptation process by educational institutions, especially schools. They will learn and see how the curriculum works and how it is implemented in all learning activities. Accordingly in its implementation, the Ministry of Education, Culture, Research, and Technology or Kemendikbudristek provides flexibility for schools to implement the curriculum. This aims to emphasize that schools have the right and obligation to be responsible for curriculum development that is adjusted to the needs of each school. The Ministry of Education and Culture has also created a Movement School program to support the implementation of the Freedom Curriculum. The purpose of this program is to gain good experience in implementing the Freedom Curriculum which will be used as an example and learning content for other schools. The implementation of the Freedom Curriculum carried out by the Movement School will be identified so that it can be used as learning for other schools (Nurani et al., 2022). In line with this purpose, the researcher wants to provide an overview of how the Freedom

Curriculum implementation that carried out by teachers during teaching and learning activities.

There are many previous studies regarding the implementation of the curriculum in learning activity. Damayanti, A. D, Jannah, A. N, and Agustin, N article (2022) entitled “*Implementasi Kurikulum Merdeka dalam Pembelajaran Bahasa Indonesia di SMP Muhammadiyah 19 Sawangan*” which was conducted at SMP Muhammadiyah 19 Sawangan. This research was conducted to find out the challenges and problem in implementing the Freedom Curriculum in teaching and learning process in the Bahasa Indonesia Subject. In this study it was found that the challenges faced by teachers in implementing the Freedom Curriculum were 1) teaching skills, 2) mastery of the basic skills used in digital era learning, 3) classroom management skills, and 4) the ability to add more learning references. While the obstacles faced by teachers in implementing the Freedom Curriculum are 1) lack of experience in implementing the Freedom Curriculum, 2) lack of learning hours because it is must be devided into intracurricular and project learning, 3) lack of supporting facilities. This article has differentiation with the research that conduct by researcher in research formulation.

Then, Mujab, S, Rosa, A. T. R, Gumelar, W. S, article (2023), entitled “*Analisis Implementasi Kurikulum Merdeka (Studi Kasus SMK Al Huda Kedungwungu Indramayu)*” conducted at SMK Al Huda Kedungwungu Indramayu. This research was conducted to find out 1) The implementation of the Freedom Curriculum, 2) The problem in implementing the Freedom Curriculum, and 3) Solutions to overcome these problem. In this study it was

found that 1) SMK Al Huda Kedungwungu Indramayu was carried out through input, process and output stages, 2) In implementing the Freedom Curriculum there were problem such as lack of facilities, lack of teacher competence, and the need to create an effective learning atmosphere in accordance with industrial conditions, then 3) To overcome these problem, this research provides several solutions such as increasing teacher competence and establishing cooperation with industry as a means of developing learning in accordance with industrial conditions. This article has differentiation with the research that conduct by researcher in research formulation and research limitation.

From the two studies above, it was found that the teacher's challenge in teaching lies in class organization. Teachers are also required to learn and understand how to implement regulations from the curriculum they use. The lack of supporting facilities is a problem in implementing a curriculum too.

After conducting pre-research, it was found that SMA Batik 1 Surakarta has applied the Freedom Curriculum since academic years of 2021/2022. This stated that SMA Batik 1 Surakarta was one of the schools that became the Movement School at the beginning of the Freedom Curriculum implementation. Thus, in the academic year of 2022/2023 SMA Batik 1 Surakarta has used the Freedom Curriculum for two years.

In its implementation, SMA Batik 1 Surakarta implements the Freedom Curriculum gradually as advised by the Ministry of Education and Culture. So that in the 2022/2023 academic year the implementation of the Freedom Curriculum has been implemented in X and XI grades while XII grade is still using the 2013 Curriculum Revised Edition. Some examples of implementing the

Curriculum are: 1) The majors system is replaced with a specialization class, consequently in X and XI grades there are no natural sciences and social sciences majors class but replaced with natural sciences and social sciences specialization classes; 2) In English subject the Language and Literature English Subject is replaced by *Tingkat Lanjut* English subject, so that in XI grade there are *Umum* and *Tingkat Lanjut* English subject but for X grade *Tingkat Lanjut* English subject has not been given; 3) Implementation of the project week at the end of the learning period conducted by students of X and XI grades.

SMA Batik 1 Surakarta has 33 classes, which are divided into three grades. The classes explained on the table below:

<b>Grade</b>	<b>Total Class</b>	<b>Curriculum</b>	<b>Specialization</b>
X	12	Freedom Curriculum	X1 is International Class, X2 – X6 are Natural Science Specialization Class, and X7 – X12 are Social Science Specialization Class.
XI	11	Freedom Curriculum	XI1 is International Class, XI2 – XI6 are Natural Science Specialization Class, and XI7 – XI11 are Social Science Specialization Class.
XII	10	2013 Curriculum Revised Edition	XII IPA 1 – XII IPA 5 are Natural Science Major Class, and XII IPS 1 – XII IPS 5 are Social Science Major Class.

*Table 1.1. Class at SMA Batik 1 Surakarta*

The fast adaptation to the new curriculum is supported by the facilities and especially the human resources in SMA Batik 1 Surakarta. One of the requirements to become a Movement School is training for Principals and Teachers regarding the implementation of the Freedom Curriculum. SMA Batik 1 Surakarta trained several teachers as representatives to carry out training conducted by the public education offices, including one English subject teacher.

From the data obtained by the researcher, it was found that SMA Batik 1 Surakarta has five English teachers, they are 3 female English teachers are WK, RE, TI, and 2 male English teachers TU, and SF. The teacher was conduct TOTis WK who teachin XI grade. Training OfTrainers is training that is used to train teachers to become trainers for their peers.Even though only one teacher was conduct training by Public Educational Office, SMABatik 1 Surakarta also facilitating other teachers to received training through a In House Training (IHT) held by SMA Batik 1 Surakarta.

In SMA Batik 1 Surakarta, there are two English Subject are though. The first is *Umum*English subject which focuses on strengthening English in receptive and productive skills in the form of texts that are at CEFRL level B1 or Intermediate level. The second is interest English subject. There are two interest English Subject in SMA Batik 1 Surakatra: 1) Language and littelature English subject which is the interest English subject in 2013 Curriculum Revised Edition, and 2) *Tingkat Lanjut*English subject which focuses on increase English in receptive and productive skills in the form of texts that are at CEFRL level B2 or Upper Intermediate level. The *Tingkat Lanjut* English subject is taught from 11 grade to 12 grade in schools that have implemented the Freedom Curriculum.

In the academic years of 2022/2023, XI grade *Tingkat Lanjut* English subjectin second smester conductedtwo material basedon text, they are Hortatory Explanation Texts and Explanation Texts. In Hortatory Exposition Text material the LearningObjectives are to introduce Hortatory Exposition Text to students, recognize and identify the general structure of Hortatory Exposition Text, and make Hortatory Exposition Text independently. Whereas in Explanation Text,



the Learning Objectives are to introduce Explanation Text to students, be able to identify difficult words from Explanation Text, and identify language features and general structure of Explanation Text. Each material is given in 8 lessons hours.

In XI grade there are 5 English teachers who are actively teaching. WK who conduct the TOT, teach *Umum* English subject in XI1 and XI2 and teach *Tingkat Lanjut* English subject in XI2, XI3, XI4, and XI5. The teacher jobs can be seen in appendix 10 page 166.

After conducting pre-research, researcher find that the teacher who participating in TOT have good effort to implementating the Freedom Curriculum in her teaching learning process. The teacher seems to have used the curriculum well, seen from mostly in her teaching learning process already reflect the Freedom Curriculum. In addition, teachers are also quite familiar with the Freedom Curriculum and work on teacher administration such as learning planning tools: ATP and Teaching Modules. However, the teacher still have difficulties in implementing the Freedom Curriculum in every teaching learning process that she does, such as difficulties in carrying out a differentiated approach. Besides that, when seen from the ATP and Teaching Modules made by the teacher it looks good but still has deficiencies in it.

From the data obtained by researcher, researcher are interested in conducting research at Batik 1 Surakarta High School for several reasons. The first reason, that SMA Batik 1 Surakarta is a Movement School, the Movement School is a program from the government in implementing the Freedom Curriculum. Second, based on the experience gained by researcher during pre-

observation, researcher see that the implementation of the Freedom Curriculum at SMA Batik 1 Surakarta is good and almost as expected from the Freedom Curriculum. Researchers will examine how WK, as a teacher who carries out TOT, teaches *Tingkat Lanjut* English subject. So that researcher are interested in conducting research entitled “THE IMPLEMENTATION OF FREEDOM CURRICULUM TO TEACH *TINGKATLANJUT* ENGLISH SUBJECT AT XI GRADE OF SMA BATIK 1 SURAKARTA IN ACADEMIC YEARS OF 2022/2023”

## **B. Identification of Problem**

From the explanation above, the authors identify the problem as follows:

1. Repeatedly changing the learning system will make teachers and students have to adapt again and again. But in reality, it was found that some teachers still did not adapt well.
2. In addition teachers are also required to have good competence as well. Because in reality there are many teachers still have lack on competency.

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

The problem limitation of this study focuses on analyzing the implementation of Freedom Curriculum and the problem faced in teach *Tingkat Lanjut* English subject in XI grade of SMA Batik 1 Surakarta. Research will be held in second semester in academic year of 2022/2023. Researcher will see the learning component in the teaching learning process in *Tingkat Lanjut* English

subject. Furthermore, The researcher chose XI2 dan XI3 classes and English teacher who conducted TOT on the Freedom Curriculum and taught in XI grade to be the subject of the research, Miss WK.

#### **D. Research Question**

From the explanation above, for this study, the researcher formulated the question of this study are:

1. How does the English Teacher Implement the Freedom Curriculum in Teaching Learning Process of *Tingkat Lanjut* English Subject in XI Grade of SMA Batik 1 Surakarta in Academic Year of 2022/2023?
2. What are the Problems Faced by English Teacher in Implementing the Freedom Curriculum in Teaching Learning Process of *Tingkat Lanjut* English Subject in XI Grade of SMA Batik 1 Surakarta in Academic Year of 2022/2023?

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

From the explanation above, the objective of this study is to analyze:

1. To Analyze the Implementation of The Freedom Curriculum in Teaching Learning English of *Tingkat Lanjut* English Subject by Teacher in XI Grade of SMA Batik 1 Surakarta in Academic Year of 2022/2023.
2. To find out the Problem Faced by English Teacher in Implementing the Freedom Curriculum in Teaching Learning Process of *Tingkat Lanjut* English Subject in XI Grade of SMA Batik 1 Surakarta in Academic Year of 2022/2023.

## **F. Significance of the Study**

From this research, the researcher hopes that this research has significance. There are two significances:

### 1. Theoretical significance

The results of this study can be used as a reference and reading material for everyone who wants to know the implementation and the problems faced by teacher of the Freedom Curriculum in teaching learning process of *Umum* English subject and *Tingkat Lanjut* English subject.

### 2. Practical significance

#### a. For teachers

This research can be used as a reference and additional information on English teaching learning process using the implementation of the Freedom Curriculum.

#### b. For educational institutions

This research can be used as a reference and additional information to be a guide in monitoring the process of English teaching learning process by using the Freedom Curriculum properly carried out by the teacher.

#### c. For other researchers

This research can be used as a reference and additional information for other researchers who need information about the

implementation of the Freedom Curriculum in English learning activities.

## **G. Definition of Key Terms**

### **1. Freedom Curriculum**

Freedom Curriculum is a curriculum that contains a variety of lessons. The Freedom curriculum focuses on essential content so that students have enough time to explore concepts and strengthen their competencies. Therefore, this curriculum is expected to be able to overcome the problems of the education crisis in Indonesia such as the lack of literacy and understanding of numerization (Nurani et al., 2022).

### **2. Implementation**

Implementation is known as something that means the application of a tool, regulation, and others that have the intention to achieve certain goals or give effect to something. according to Ismiatun et al. (2022), implementation of curriculum is the process of implementing ideas, concepts, and policies of curriculum in a learning activity, so that students can achieve several competencies as a result of the learning process.

### **3. Problem in Teaching Learning Proces**

In the learning process carried out by the teacher must be in accordance with the provisions in the curriculum. In practice, teachers usually experience problems in implementing the curriculum properly. These problems are divided into two, that are: 1) Internal problems,

problems that originate from themselves and, 2) External problems, problems that originate outside themselves (Hendriani, 2019).

#### 4. *Tingkat Lanjut* English Subject

According to Indariasari (2022), *Tingkat Lanjut* English subjects are English subjects given to 11<sup>th</sup> and 12<sup>th</sup> who wish to study English in a comprehensive and focused. *Tingkat Lanjut* English subject is separated from *Umum* English subject. *Tingkat Lanjut* English subject aim to further develop English in receptive and productive skills in text form to a higher level. *Tingkat Lanjut* English subjects use CP that refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRL) and are at level B2 which is level 4 (upper intermediate) at CEFRL.

## CHAPTER II

### LITERATURE RIVIEWS

#### A. Theoretical Framework

##### 1. The Definitions of Curriculum

Etymologically, curriculum comes from two Greek words, they are "Curir" which means runner and "Curare" which means track. In Greek, the curriculum is the distance that must be passed by the runner from the start line to the finish line (Marsh in Darman, 2021). So it can be imagined that the curriculum is something that contains learning tools, which must be carried out to achieve the planned goals.

Darman (2021) argues that the curriculum is a tool to achieve the goals and guidelines for implementing education. The curriculum is a flexible educational planning tool as well as a guide for implementation and evaluation. The curriculum contains all the tools that will create a learning experience for students (Triwianto, 2022). So, it can be said that the curriculum is something important in education. The curriculum is used as a rail or path that must be passed so that the goals of education can be achieved.

Afriansyah says that the curriculum can be interpreted shortly and lengthily. Curriculum can be shortly interpreted as some subjects that are required for students to follow or take as a condition so that students can complete their education at certain institutions. Meanwhile, curriculum in lengthy interpreted as all learning experiences provided by schools to

students while attending education at certain levels of education. Various actions to provide learning experiences to students can take place inside and outside the classroom. The various experiences provided, whether designed in writing or not, aim to form quality graduates (Dhani, 2020).

## 2. The Definition of Freedom Curriculum

Freedom Curriculum is a curriculum that contains a variety of lessons. The Freedom curriculum focuses on essential content so that students have enough time to explore concepts and strengthen their competencies. Therefore, this curriculum is expected to be able to overcome the problems of the education crisis in Indonesia such as the lack of literacy and understanding of numerization (Nurani et al., 2022).

The Freedom Curriculum is a project-based curriculum. This project is used to strengthen the profile of Pancasila students which is also the goal of the Freedom Curriculum. With this project, students are given the freedom to explore their skills. Through these activities, students can discover and develop their talents so that they have soft skills that can be useful in the world of work from an early age (Nurani et al., 2022).

Freedom curriculum emphasizes the concept of freedom of learning. Daga (2020) formulates the foundation of freedom of learning. Philosophically, freedom of learning has a foundation of humanism, constructivism, progressivism, and Ki Hadjar Dewantara's educational philosophy. Humanism emphasizes the freedom of individual choice in practice to develop potential so that it can have a function and meaning for



its environment. Constructivism emphasizes independence in extracting and constructing students' knowledge and skills. Progressivism emphasizes the independence given to teachers to explore and optimize students' potential. Meanwhile, the philosophical thought about freedom learning in Ki Hadjar Dewantara's view is seen in the concept of education where students are encouraged to achieve change and benefit to their environment. The essence of freedom learning is the education of a freedom soul. The free spirit is related to positive thinking patterns, noble feelings, and goodwill.

### 3. English Subject

There are two English subjects in the Freedom Curriculum, namely *Umum* English subjects and *Tingkat Lanjut* English subjects. According to Kurka (2022) in *Pusat Pengembangan Kurikulum Kurikulum Merdeka* Site, English subject use a genre-based approach. English subjects are required to use various types of text but are not presented only in written form, but in oral, audio, visual and multidimensional forms. Learning objectives of English subject is for increasing the 4 skill of language, they are listening, speaking, reading, and writing. Presentation of text is also not only on paper but also on the screen. In learning, there are several stages in the genre-based approach that must be carried out by the teacher: 1). Building knowledge of the field (BKOF) is the stage where the teacher must build knowledge and background of the material or text to be studied. 2). Modeling of the text (MOT), namely the stage where the teacher must provide examples of text as a reference for

students in producing texts. 3). Join construction of the text (JCOT), namely the stage where the teacher must guide students to participate in constructing the text together. 4). Independent construction of the text (ICOT) is the stage where students produce text independently.

a. *Umum* English Subject

According to Kurka (2022) dalam *Pusat Pengembangan Kurikulum Kurikulum Merdeka* Site, *Umum* English subject is a subject that focuses on strengthening English in receptive and productive skills in genre-based approach. Receptive skills are the ability to listen, read and watch, while productive skills are skills in speaking, writing, and presenting. *Umum* English subjects use CP that refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and are at level B1, which is level 3 (Intermediate). At the B1 level, students are expected to be able to:

- 1.) Maintain interaction and express something related to the desired topic using clear articulation.
- 2.) Comprehensively express the main ideas to be conveyed.
- 3.) Maintaining communication even though it is still not smooth.

b. *Tingkat Lanjut* English Subject

According to Indariasari (2022), *Tingkat Lanjut* English subjects are English subjects given to 11<sup>th</sup> and 12<sup>th</sup> who wish to study English in a comprehensive and focused. *Tingkat Lanjut* English subject is separated from *Umum* English subject. *Tingkat Lanjut* English subject aim to further develop English in receptive and productive skills in text

form to a higher level. *Tingkat Lanjut* English subjects use CP that refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and are at level B2 which is level 4 (upper intermediate) at CEFR. At the B2 level, students are expected to be able to:

- 1.) Understanding main ideas in complex texts, especially narrative, exposition, and discussion texts.
- 2.) Communicate with native speakers spontaneously and fluently, and make it possible to avoid obstacles in communicating and interacting between the two parties.
- 3.) Producing texts with a clear organized structure and being able to provide views or opinions on a topic by providing pros and cons for the views or opinions given.

#### 4. Standard Process

The standard of the educational process is regulated in the Minister of Education and Culture Regulations No. 16 (2022) which replaces the Minister of Education Regulation No. 22 (2016). According to the Minister of Education and Culture Regulations No. 16 (2022), standards process are learning process criteria that must be carried out according to the level, path, and type of education to achieve graduation standards. That way, educational standards processes are used as reference material for carrying out an educational process. In Minister of Education and Culture Regulations No. 16 (2022), the standards process regulates three things, they are:

#### a. Learning Planning

According to Sanjaya, learning planning is a process of making decisions and efforts to achieve learning objectives by utilizing the potential and existing learning resources (Ananda, 2019). Learning planning is carried out as an effort to make learning run regularly and directed so that it can achieve the goals of the learning itself. In the Minister of Education and Culture Regulations No. 16 (2022) states that learning planning is an activity to formulate learning objectives, ways to achieve goals, and how to assess the achievement of these goals.

The learning planning document is a learning administration that must be done by the teacher. According to the Minister of Education and Culture Regulations No. 16 (2022), learning planning documents are prepared flexibly, are not tied to any form, and can be adapted to the learning context. The learning planning document is also prepared in a clear and simple, which contains the main points and important things used to achieve the learning objectives. Learning planning documents in the Minister of Education and Culture No. Regulations No. 16 (2022), consisting of Learning Objectives, Learning Objective plot, Learning Assessment.

##### 1.) Learning Outcomes (*Capaian Pembelajaran*)/C

In the book *Buku Saku Kurikulum Merdeka* to assist teachers in understanding the Freedom Curriculum tools, CP is a competency that must be achieved by students in each of its phases.

In the Freedom Curriculum, the education phase for Elementary and Middle Schools consists of phases A-F which starts in 1<sup>st</sup> grade of Elementary School to 12<sup>th</sup> grade of Senior High School. CP in terms of competency and material that is comprehensively arranged in narrative form. So that this CP is structured to providing an outline of things that students must know, understand, and do and adapt to their phases.

## 2.) Learning Objectives (*Tujuan Pembelajaran*)/TP

Riswakhuningsih (2022) explains that the TP contain an explanation of each competency achievement in CP. The three aspects of competence include knowledge, skills, and attitudes that must be mastered by students. So TP can be interpreted as a document that contains explanations regarding the achievement of competencies that must be mastered by students.

In the *Pembelajaran dan Assesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah* guiding book, TP must contain three things, they are: 1) Competence, which is the ability that must be achieved by each student; 2) Content, which is the main knowledge or concepts that must be understood by students; and 3) Variation, which is thinking skills (creative, critical, and high level) that must be mastered by students.

## 3.) Plot of Learning Objectives (*Alur Tujuan Pembelajaran*)/ATP

Riswakhuningsih (2022) explains that the ATP is a sequence or step of the TP. The ATP is arranged logically and

systematically, sequentially according to teaching/learning process from day to day, and arranged according to teaching/learning process in one full phase. This ATP is often referred to as a syllabus, which is a guide containing learning objectives and assessments to be carried out for one year. So, the ATP is a systematically arranged plot/sequence of TP.

#### 4.) Learning Assessment

In the Minister of Education and Culture Regulation No. 16 (2022), Learning Assessment is a way of assessing student learning achievements. This Learning Assessment aims as an evaluation for teachers and students. Learning Assessment is arranged according to the function of the Assessment. Educators are given the freedom to determine the technique and time of implementation of the assessment. Learning Assessments can be in the form of formative and summative assessments.

#### b. Implementation of Learning

According to the Law of the Republic of Indonesia No. 20 (2003), Learning is an interaction that occurs between educators and students in a learning environment. In the Minister of Education and Culture Regulation No. 16 (2022), teachers are required to provide exemplifies, mentoring, and facilitating. The exemplifies means that the teacher should have a noble attitude. Mentoring means that teachers should provide challenges, encouragement, and guidance to students in carrying out learning activities. Then the facilitating means that the

teacher should provide space, access, and opportunities for students in learning.

1.) In addition, teachers are also expected to be able to create a learning atmosphere that:

a.) Interactive

At least teachers can build dialogue between teachers and students or between students, build good interactions with the learning environment, and work together in fostering a spirit of cooperation.

b.) Inspirative

At least teachers can build a creative learning atmosphere, encourage the emergence of new ideas, encourage the formation of imagination, encourage exploration, and facilitate students with a variety of learning resources.

c.) Fun

Teachers can carry out learning activities that are interesting, happy, safe, and free of bullying. Teachers can use a variety of methods and not just be in the classroom. Teachers can also provide learning by accommodating gender, culture, language, religion, and others by taking into account the needs of students.

d.) Challenging

At least teachers can encourage students to increase their potential by using materials and activities that are tailored to the abilities of students.

e.) Motivating students to be more active in the learning process

At least teachers can encouraging, providing opportunities, and facilitating students to be more active and courageous in expressing opinions and experimenting. Teachers can involve students in planning education and monitor student progress.

f.) Provide sufficient space for students

At least teachers can create a learning atmosphere that facilitating students to develop and communicate new ideas and self-actualize. The teacher also accustoms students to self-regulation and gives an appreciation for the talents, interests, and abilities achieved by students.

2.) Principlea of teaching learning in the *Pembelajaran dan Assesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah* guiding book, it is explained that:

a.) Learning design is carried out by considering the stages of development, needs, and taking notice into the diversity of students.

b.) Learning design is carried out with the aim of building students to become lifelong learners.

c.) The learning process supports the development of the competence and character of students holistically.



d.) Build a relevant learning process.

e.) Build future-oriented learning.

3.) In designing an atmosphere and learning process that is in accordance with learning principles, teachers are required to have teaching tools. This teaching device is in the form of a Learning Process Plan or Teaching Module. In the *Pembelajaran dan Assesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah* guiding book, the Teaching Module is a tool that contains a learning plan to assist in achieving Learning Outcomes/CP. There are four points in the teaching module, they are:

a.) The preparation of the Teaching Module is carried out with the principles of efficiency, effectiveness, and student-oriented.

b.) The mandatory components in the lesson plan consist of learning objectives, learning steps, learning assessments, and learning media or with a more complete version as in the table below:

<b>General Informations</b>	<b>Core Components</b>	<b>Attachent</b>
1. Author's identity 2. Initial competence	1. Learning Objectives 2. Assessment 3. Meaningful understanding	1. Worksheets 2. Enrichment and remedials

3. Pancasila student profile	4. Trigger Questions	3. Reading materials
4. Facilities and infrastructure	5. Learning activities	4. Glossary
5. Student targets	6. Reflection of educators and students	5. Bibliography
6. Learning model		

*Table 2.1. Teaching Modul Components*

c.) Teachers are given choices in developing Teaching Modules. Teachers can choose Teaching Modules that have been prepared by the government or develop the Teaching Modules their self

d.) Teaching Modules must be essential, interesting, meaningful, challenging, relevant, contextual, and sustainable.

c. Teaching Learning Process Assessment

According to Minister of Education and Culture Regulation No.16 (2022), Assessment of the learning process is an assessment of the plans and learning processes that have been carried out. This assessment is carried out at least once in one semester. This assessment can be carried out between educators, heads of education units, and students.

5. The Teaching Learning Component

Learning is a unity of various elements that influence each other, there are human elements, materials, facilities, equipment, and procedures to achieve goals (Oemar, 2013). These various elements can be interpreted as components. Components in the learning process are all the elements that will bring these activities to achieve the desired goals.

The components in the learning process are elements that are interrelated and cannot be separated from one another. According to Indriani in Dolong (2016), Components in the learning process include educators, students, objectives, materials, methods, media, and evaluation. Dolong also added these components will determine the quality of a learning process (Dolong, 2016). Therefore, the integration of these components must be a concern.

a. Educators/teachers

Educators are important elements that will interact directly with students. According to Minister of Education and Culture regulation no. 16 (2022) an educator must be a role model, guide, and facilitator for students. In the Republic of Indonesia Law No. 20 (2003) stated that educators are professionals with the task of planning and implementing the learning process, having learning achievement, attending guidance and training as well as conducting research and community service. According to Syam et al. (2022), Educators are the elements responsible for achieving learning objectives, by compiling learning objectives so that they can be accepted by students, preparing materials, determining appropriate and efficient methods, designing learning media, sorting

learning resources, and carrying out appropriate evaluations. That way an educator is a manager in the learning component.

As a manager, teacher is responsible for managing the class. According to G. R. Terri management is an effort to plan, organize, and supervise in achieving goals by utilizing human resources and other resources (Siregar et al., 2021). While the class can be interpreted as a group of individuals who carry out learning activities in the same place and time with the teacher as the manager. Therefore the class management can be interpreted as efforts made by educators to organize, regulate, and supervise a study group to achieve the expected goals (Tohanudin, 2020).

Tohanudin (2020) classifies classroom management activities carried out by teachers into two, namely student and facility controls. Students control is an activity to organize and regulate student activities, such as regulating behavior, regulating discipline, attracting attention or interest, triggering enthusiasm for learning, and managing group dynamics. While facilities control or facilities setting is an activity to organize existing facilities such as arranging seats, adjusting lighting, arranging student placement, and other facility arrangements.

#### b. Learning Objectives

Learning objectives are the most basic elements in the learning component. Dolong (2016) says that learning is a process that ends with achieving predetermined goals, these goals must be determined first. Therefore, learning objectives are made so that learning runs directly.

According to Subakti et al. (2022), learning objective are elements that will direct the course of learning. The learning objectives must be formulated explicitly and clearly because they will become guidelines for educators. Learning objectives will affect other elements, such as methods, media, and evaluation that will be used in the learning process. Therefore educators are tasked with managing and adjusting everything so that students as targets of learning can achieve learning goals. Teachers must be able to analyze the needs of their students.

### c. Instructional Materials

According to Sabdarifabti et al. (2021) Instructional Material are something that must be mastered by students in the form of knowledge, skills, and attitudes that are following established competency standards. Meanwhile, according to Majid (2005), Instructional Material aims to make it easier for students to learn something. The Instructional Material also aims to design learning to be fun and makes it easier for educators to provide learning to students. So that it can be concluded that the Instructional Material is a collection of competencies created to facilitate students and educators in carrying out learning so that students can master these competencies.

In the Freedom Curriculum, the Instructional Material is contained in the ATP or what we usually call the syllabus. In the Freedom Curriculum teachers are given freedom in determining their teaching materials, teachers can choose to develop their material to be taught by CP or can use examples provided by the Ministry of

Education and Culture. In developing instructional materials the teacher must pay attention to several things: 1) the material being taught must be sequential and cannot be interrupted in one phase. Teachers also have to collaborate with each other so that the material presented is uninterrupted and interrelated. 2) The learning provided is adjusted to the readiness of students as seen from the previous learning assessment or a separate assessment before carrying out learning. 3) The Freedom Curriculum uses the concept of differentiated learning to overcome the learning gap that occurs in Indonesia. Therefore, teachers must create differentiated learning for their students with the awareness that each student has unequal understanding abilities. 4) The ultimate goal of learning is mastery of the main concepts and content of a lesson by students.

#### d. Learning Methods

Etymologically, the method comes from the Greek word "Methodos". The method comes from two syllables, namely "Metha" which means through and "Hodos" which means way or direction (Silmy, 2022). Whereas in education, the learning method according to Omar Hamalik is a way of delivering material so that the goals of the curriculum are achieved. Therefore it can be said that the learning method is a method or strategy used by educators to convey instructional material so that students can understand the material and achieve the goals of the curriculum.

In education, there are many learning methods that can be used. Teachers can develop learning methods to suit the conditions of students. Freedom Curriculum encourages educators to be creative and explore various learning methods. As stated in the Learning and Assessment Handbook for Early Childhood Education, Elementary Education, and Secondary Education, educators are encouraged to use a variety of learning methods to assist students in achieving the expected competencies. The method used according to Lufri (2006) such as:

- 1.) The Question And Answer Method is a way of conveying lesson material through the form of questions that need to be answered by students.
- 2.) The Discourse Method is a method by way of telling the lesson material orally.
- 3.) The Demonstration Method is a method used to show a process, mechanism or way of working of a related tool with study materials.
- 4.) The Discussion Method is a method that aims to solve or find a solution to the specified problem in studying learning material.
- 5.) The Simulation Method is a method by conveying learning experiences by using artificial situations to understand a concept, principle, or certain skills.
- 6.) Method Of Assignment (Recitation) is a method that assigns students to doing something with the aim of strengthening, deepening, and enriching the material that has been studied or

finding something relevant or appropriate knowledge, skills and attitudes defined competencies.

7.) And, Differentiated Approach, that are efforts to deliver learning materials that can meet the needs of each learner (Tomlison, 2000).

In Freedom Curriculum believe that learning with diversivication (differentiated learning) are needed. The differentiated learning can be deliver use 3 ways, they are: 1) Content differentiated, which use different in giving materials to students based on they level, 2) Prosess differentiated, which use different ways to deliver the materials based on students need, 3) Product differentiated, which use different output by students (Anggraena et al., 2022).

#### e. Learning Media

According to Rosdiani, learning media are stimulants in various forms that aim to encourage students to learn effectively and there is no verbalism (Pustikayasa, 2019). According to Azhar, learning media are components or physical vehicles that contain instructional material that can motivate students to learn (Audie, 2019). So that learning media are various tools used by educators to help convey material to students. With the rapid development of technology, the choice of learning media is becoming increasingly diverse. Educators can take advantage of various learning media that are following the objectives of learning and the conditions of students.



Yuniastuti said that the media is a tool for sharing information. So that learning media should be a tool that can deliver material and can be understood by students as recipients of the information. Furthermore, Yuniastuti summarizes the learning media from Gagne's Taxonomy, Rudy Bratz's Taxonomy, and Anderson's Taxonomy into: 1) Audio media, media that utilize the sense of hearing, 2) Visual media, media that utilize the sense of sight, 3) Audio-visual media, media that utilizes the senses of hearing and sight, and 4) Multimedia, media that allows the use of all human senses (Ramadhani, 2022).

f. Evaluation

In the Minister of Education and Culture Regulation No. 16 (2022), Learning Assessment is a way of assessing student learning achievements. This Learning Assessment aims as an evaluation for teachers and students. Learning Assessment is arranged according to the function of the Assessment. Educators are given the freedom to determine the technique and time of implementation of the assessment.

Learning Assessments can be in the form of formative and summative assessments. Formative assessment is an assessment carried out to determine the progress of students in mastering a material that will be used by educators to determine appropriate learning for students. Formative assessment is carried out "for learning" or "as learning". In formative assessment the teacher can make assessments with various methods that are adjusted to the achievement you want to see. In

contrast to formative assessments, summative assessments are carried out with the aim of measuring student achievement at the end of the learning period.

g. Students

In Republic of Indonesia Law. 20 (2003) states that students are members of society who seek to develop themselves through certain educational paths, levels, and processes in the educational process. Students are someone who has the desire to achieve goals through education. According to Cecep et al. (2021), Students are people who need guidance and direction. So that it can be said that students are someone who is currently studying and needs guidance and direction from an educator. Therefore, students are the main concern of educators who are guided and are expected to achieve the goals of education. Students are someone who has various needs that are influenced by their background as humans, so that students are the target of analysis for educators to carry out appropriate and efficient learning.

## 6. The Definitions of Implementation

Implementation in the English dictionary means tools or equipment. The Oxford Advance Learner's Dictionary explains the meaning of implementation as "put something into effect". Meanwhile, in the Indonesian dictionary, implementation can be interpreted as *pengaplikasian*. In the world of education, implementation is familiar. All aspects of

education will work by implementing the programs that have been made with the hope that the purposes of the program can be achieved.

Eh is known as something that means the application of a tool, regulation, and others that have the intention to achieve certain goals or give effect to something. according to Ismiatun et al. (2022), implementation of curriculum is the process of implementing ideas, concepts, and policies of curriculum in a learning activity, so that students can achieve several competencies as a result of the learning process. It can be concluded that implementation is an effort or activity of program implementers to implement a tool, rule, or program which ultimately has an impact that is following the purposes of the tool, rule, or policy itself.

#### 7. Main Activities in the Implementation of Education:

Quoting Bisri (2019), implementation education is divided into three activities:

##### a. Program Development

Curriculum development which includes: annual program development (general program for each subject), semester program (containing everything that will be delivered during one semester), module/subject program (containing worksheets, keys, questions, and answers), weekly and daily programs (which are used to determine the progress and difficulties of students), enrichment and remedial programs, and guidance and counseling programs.

##### b. Learning Implementation

The main task of a teacher during the implementation of learning is to influence the environment to support behavior change for students. It generally consists of opening, main activities, and closing.

c. Learning Evaluation

Learning evaluation can be done by assessing the basic ability test, at the end of the education unit, and at the end of planning. Evaluation can be interpreted as a process of collecting data to determine which is important, in what ways, and how the goals of education have been achieved, then the results of this evaluation can be used as a reference for making decisions.

8. Teaching Learning Process

Learning is an activity carried out by teachers to make students learn. In learning activities, the teacher plans and designs the methods of learning to make students learn. In the process, learning activities make students not only interact with the teacher but with all learning media that might be used (Fakhrurrazi, 2018). Bisri (2019) says that learning consist of opening, main activities, and closing. Therefore, the teaching learning process is the whole of activity that are, opening, main activitiy, and closing, that made by teachers to make student learn.

9. Problem in Teaching Learning English

Problems are a situation where expectations do not match in reality, so efforts are needed to solve them (Muhith, 2018). In the implementation of

a new procedure there must be problems in it, including in the implementation of the curriculum. Especially in the learning process which is an effort to achieve the goals of the curriculum.

In the learning process carried out by the teacher must be in accordance with the provisions in the curriculum. In practice, teachers usually experience problems in implementing the curriculum properly. These problems are divided into two, that are: 1) Internal problems, problems that originate from themselves and, 2) External problems, problems that originate outside themselves (Hendriani, 2019). Internal problems faced by teachers in the learning process such as being less skilled in implementing differentiated learning, less creative in determining methods, media, and even making learning assessments, less skilled in class management, and others. External problems that may be experienced by teachers in the learning process such as the lack of teaching materials provided by the Ministry of Education, the facilities provided that do not support teacher creativity, the lack of reading materials that can be used as references, and others.

## **B. Previous Related Study**

In formulating this research, the researcher refers to several studies.

1. Hasibuan et al. (2022) entitled “*Implementasi Kurikulum Merdeka di Sekolah Penggerak SDN 104231 Sugiharjo Kecamatan Batang Kuis*” which was carried out at SDN 104231 Sugiharjo. This article uses qualitative method and uses research instrument through interview.

This article aims to explain and provide an overview of the implementation of the independent curriculum in SDN 104231 Sugiharjo driving schools. This research was conducted to see how the implementation of the Freedom Curriculum in the school. In this study it was found that 1) SDN 104231 Sugiharjo had implemented an Freedom Curriculum, especially in 1<sup>st</sup> - 4<sup>th</sup> grade, 2) The Minimum Completeness Criteria (*Kriteria Kompetensi Minimum/KKM*) was replaced by the Learning Objectives Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran/KKTP*), 3) Integrating Projects to Strengthen Pancasila Student Profiles or those that called P5 (*Projek Penguatan Profil Pelajar Pancasila*), 4) There were changes in several subjects, such as in Pancasila education subjects, the merger of natural science (IPA) and social science (IPS) subjects which became IPAS, and in SBdP subjects, 5) Teachers use digital literacy media in the teaching and learning process.

2. Damayanti, A. D, Jannah, A. N, and Agustin, N (2022) entitled "*Implementasi Kurikulum Merdeka dalam Pembelajaran Bahasa Indonesia di SMP Muhammadiyah 19 Sawangan*" which was conducted at SMP Muhammadiyah 19 Sawangan. This article use descriptive qualitative method and uses research instruments through interview and observation. This research was conducted to find out the challenges and problem in implementing the

FreedomCurriculum in teaching and learning process in the Bahasa Indonesia Subject. In this study it was found that the challenges faced by teachers in implementing the FreedomCurriculum were 1) teaching skills, 2) mastery of the basic skills used in digital era learning, 3) classroom management skills, and 4) the ability to add more learning references. While the obstacles faced by teachers in implementing the FreedomCurriculum are 1) lack of experience in implementing the Freedom Curriculum, 2) lack of learning hours because it is divided into projects, 3) lack of supporting facilities.

3. Mujab, S, Rosa, A. T. R, Gumelar, W. S,(2023), entitled “*Analisis Implementasi Kurikulum Merdeka (Studi Kasus SMK Al Huda Kedungwungu Indramayu)*” conducted at SMK Al Huda Kedungwungu Indramayu. This article use descriptive qualitativemethod withstudy-caseapproach and uses research instruments through interview, observation, and documentation. This research was conducted to find out 1) The implementation of the Freedom Curriculum, 2) The problem in implementing the Freedom Curriculum, and 3) Solutions to overcome these problem. In this study it was found that 1) SMK Al Huda Kedungwungu Indramayu was carried out through input, process and output stages, 2) In implementing the FreedomCurriculum there were problem such as lack of facilities, lack of teacher competence, and the need to create an effective

learning atmosphere in accordance with industrial conditions, then 3)

To overcome these problem, this research provides several solutions such as increasing teacher competence and establishing cooperation with industry as a means of developing learning in accordance with industrial conditions.



<b>Title</b>	<b>Differences</b>	<b>Similarities</b>
Hasibuan's et al. (2022) " <i>Implementasi Kurikulum Merdeka di Sekolah Penggerak SDN 104231 Sugiharjo Kecamatan Batang Kuis</i> "	Use unique way of Freedom Curriculum state on minister of education and culture as theory.	This article conducted to analyze the implementation of Freedom Curriculum
Damayanti, A. D, Jannah, A. N, and Agustin, N. (2022) " <i>Implementasi Kurikulum Merdeka dalam Pembelajaran Bahasa Indonesia di SMP Muhammadiyah 19 Sawangan</i> "	Only to find out the challenges faced by teachers.	This article conducted to analyze the problem faced by teachers in implementing the Freedom Curriculum in Teaching Learning process.
Mujab, S, Rosa, A. T. R, Gumelar, W. S. (2023), " <i>Analisis Implementasi Kurikulum Merdeka (Studi Kasus SMK Al Huda Kedungwungu Indramayu)</i> "	Used theory from Lince (2022) regarding the steps in implementing the Freedom Curriculum at SMK.	This article conducted to analyze several things, such as the implementation and the problem faced by teachers in implementing the Freedom Curriculum in Teaching Learning process.
The Implementation of Freedom Curriculum For English Learning Activities by Teachers in SMA Batik 1 Surakarta in Academic Years of 2022/2023	Freedom Curriculum / Minister of Education and Culture Regulation No. 16 (2022)	This research conducted to analyze the implementation and the problem faced by teachers in implementing the Freedom Curriculum in Teaching Learning process.

Table 2.2. Table of Previous Related Study

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research uses descriptive qualitative method, which means this research uses two methods, namely qualitative and descriptive. Sukmadinata (2007) said that qualitative research is inductive research. In qualitative research, the researcher interprets the problems that arise by not interfering with them or letting them do their course. Data collection is done by careful observation, in-depth interviews, and the results of the analysis of documents and records. Qualitative research has two main objectives, they are to describe and explore and to describe and explain (Bachri, 2010). Based on the two objectives above, the researcher uses qualitative methods to describe how the implementation of the Freedom Curriculum in English learning activities by teachers in SMA Batik 1 Surakarta.

In short, this research started by collecting data through interviews with one English teachers of SMA Batik 1 Surakarta who have carried out the TOT and document studies to find out and see how the plan of learning was made by teachers. Then data collection will continue with observation to see how teaching learning process of English *Wajib* subject and English *Tingkat Lanjut* subject by teachers based on the Freedom Curriculum.

## B. Research Setting

### 1. Place of the Research

This research was conducted at SMA Batik 1 Surakarta at XI2 and XI3 classes. SMA Batik 1 Surakarta is a private school owned by the Batik Education foundation which is located at Protokol Street Solo City, to be precise on Jl. Slamet Riyadi 445 Surakarta. SMA Batik 1 Surakarta is one of the Movement School in Surakarta. SMA Batik 1 Surakarta has 12 classes in Xgrade, 11 classes in XI grade, and 10 classes in XII grade. Researcher will conduct observations at XI2 and XI3 classes.

### 2. Time of Research

This research was conducted in the academic year of 2022/2023 in the second semester. To find out how long this research took, the researcher made a research schedule as below:

No.	Activity	Jan	Feb	Mar	Apr	May
1.	Pre-observation					
2.	Thesis Proposal Seminar					
3.	Collecting Data					
5.	Analyzing the Data					
6.	Thesis Examination					

*Table 3.1. Time of Research*

### **C. Subject and Object of the Research**

#### 1. Research Subject

The subjects of this study is *Tingkat Lanjut* English subject at XI2 which has 43 students and XI3 which has 43 students in SMA Batik 1 Surakarta in second semester in academic years of 2022/2023. Then, English teacher who participating in TOT (Training of Trainer).

#### 2. Research object

The object of this research is Teaching learning process by English teacher. The object of this research is obtained from the research subjects that have been determined above.

### **D. The Technique of Data Collection**

To answer the questions of this study, the researcher used 3 data collection techniques:

#### 1. Interview

According to Nasution (2011), interviews are verbal communication using conversations that aim to explore the desired information. Researcher used data collection techniques with Interviews to get an overview of plan of English teaching learning and data related to this research. The informant for this research is Miss WK who is an English Teacher that participating in TOT. The interview guide can be seen in appendix 1 page 96 and appendix 3 page 121.

## 2. Observation

Sukardi (2013) said that observation is a method of collecting data through attention and sense used to collect data. The purpose of observation is to see the emergence of phenomena that may occur in the teaching learning process during the research. The subjects to be observed were XI2 and XI3 classes and a teacher who participating in TOT. This observation was carried out to view and obtain data from English teaching learning process by teacher which carry out in a week. The researcher uses the Passive Observation method. The researcher saw directly the English learning activity but was not involved in it. The Observation guide can be seen in appendix 4 page 122.

## 3. Documentation Study

Documentation study is a technique of collecting data by collecting and analyzing documents, both written, graphic and electronic documents. Researcher using document study techniques to data related to this research for analyze the teacher implements and the teacher problem in Implementing Freedom Curriculum for English teaching learning process. The Document guide can be seen in appendix 7 page 139.

### **E. The Technique of Data Analyzation**

According to Suharsimi (2002), analysis activities are carried out by reviewing data, organizing it, and dividing it into parts that can be processed. The pattern of the data can be identified and marked as important so that it can be presented in a precise, clear, and systematic manner. Data analysis is the

process of searching and compiling data systematically. The data compiled were obtained from the results of interviews, observations, and documentation studies.

The process of qualitative data analysis is carried out along with the data collection process. The work of data analysis in this study follows the steps of systematic data analysis:

1. Data collection

The process of collecting data was done through interviews, observations, and document studies. Researcher make notes based on the data obtained from the results of data collection.

2. Data reduction

Researcher will select and sort out the data needed in this study which was obtained during the data collection process in the field. That way researcher can present data that is following this study.

3. Data presentation

The data presented is in the form of tabulation and narrative text. The presentation of data is done by compiling data that has been reduced to a picture of a phenomenon or event that allows conclusions to be drawn. The data obtained are arranged systematically so that the parts in it are interrelated.

4. Conclusion

After all the processes have been passed, the researcher will draw a baseline from all the data obtained in the study. The temporary conclusion was further processed using data verification so that the data obtained becomes more valid.

## **F. The Coding Techniques**

Coding technique is a qualitative data collection technique by drawing conclusions from the data obtained to get a picture of the facts from an analysis. Saldana in Mahpur (2017) says that coding techniques are used to get words or phrases that can indicate facts (Mahpur, 2017). In this study, researchers used coding techniques that would make it easier for researchers grouping data and marking the facts found.

Researchers will make observations in two classes. In each class, observations will be made until the data is saturated. In addition, researchers also use several data collection techniques, so that in this study will produce a lot of data. Therefore, coding will make it easier for researchers to organize the observed data.

Williams et al. (2019) states that in the coding technique there are three steps that must be followed, they are:

1. Open Coding, is the first step in coding which works by providing codes in the form of numbers, letters, words or phrases to categorize data.
2. Axial Coding, is the stage of filtering and grouping the results of open coding. So that at this stage some data will be found that will reinforce each other and become one group of core data.
3. Selective Coding, is the integration step of the results of grouping data in axial coding. At this stage, will be found a connecting line between groups of data which will become a story from a case.

There some code to make it easier to display and triangulating the data. The exemple of the code are:

a. For data of interview

1). Int1.20jan.WK : Is the code for first interview with Miss WK on 20 January 2023.

2). W1 : Is the code for first the questions and answers that conduct on interview

So that, code (Int1.20jan.WK.W1) refers to Firsrts interview with Miss WK on 20 January 2023, in the first question and answer.

3). IR.1.a : Is the code in data reduction of interview table, which mean data reduction of interview in component 1 question a.

b. For data of Observation

1). Obs1.30jan.XI3 : Is the code for first observationin XI3 on 30 January 2023.

2). OR.1.a : Is the code in data reduction of observation table, which mean data reduction of observtion in component 1 question a.

## G. The Trustworthiness of Data



In testing the validity of the data, the researcher used the triangulation method. According to Sugiyono in Bachri (2010) triangulation is a technique of testing the validity of the data by utilizing something other than the data itself as a comparison. There are 3 kinds of triangulation: 1) Source triangulation, is the data validity testing techniques by relying on different sources, 2) Time triangulation, is the data validity testing techniques by relying on changes caused by time, 3) Theoretical triangulation, is the data validity testing techniques by comparing two theories, 4) Researcher triangulation, is the data validity techniques by using the subjectivity of two researchers, the last 5) Data triangulation, is the data validity testing techniques by using more than one data collection technique that will provide data. At the same time, this process is done by checking and rechecking (Bachri, 2010). Researcher used Data Triangulation methods to test the validity of the data in this study. The methods used are interviews, observations, and documentation studies which will be combined and collaborated into accurate research.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Research Finding

Researchers collected data through observation in XI2 and XI3, with each class twice in meeting. So that the total of observations was 4 times, there are on 15 and 17 February 2023. In addition, the researcher also conducted interviews with one English teacher who participated in the TOT. Interviews were conducted 6 times (see appendix 2 page 100).

##### 1. The Analysis of Implementation of Freedom Curriculum to Teach Tingkat Lanjut English Subject

In order to implement the Freedom Curriculum, it is hoped that teachers will have carried out training. There are two kinds of training explained by Miss. WK,

*“...guru yang ditraining juga dari sekolah yang ikut pertama itu, didalamnya juga ada guru bahasa inggris. Itu pelatihan dari dinas. ....Nah terus ada training lagi di sekolah (for other teacher).”*

From the explanation of Miss. WK, there are two types of training that teachers participating, training from the Ministry of Education and Culture or Training Of Trainers (TOT) and training at school or In House Training (IHT). In this case Miss. WK is an English teacher who participated in the TOT.

Based on the observations, interviews, and documentations, researcher find:

a. Teaching Learning Planning

From the documents collected by the researchers, it appears that Miss. WK uses ATP and Teaching Modules as teaching learning planning (see appendix 8, p.139 and 9, p.140). The ATP and Teaching Modules that Miss. WK use has quite complete features, there is material that is quite complete, and can be understood easily. So, teaching learning planning, ATP and Teaching Modules, which are used can be used as a fairly good teaching reference.

From the all observations and interviews that have been made, the teaching learning activity that Miss. WK do is not listed in the Teaching Module or ATP (see appendix 8, p.139 and 9, p.140). Miss. WK improvised in her teaching learning activity. This was explained by Miss. WK,

*“...Tidak sama, tapi tetap disesuaikan. Melihat kondisi.”*

Miss. WK stated that in the teaching learning process that was carried out by her it was not always the same as the Learning Modules used. Miss. WK still looks at the conditions to determine activities in the teaching learning process.

b. The Implementation

This study looks at teaching learning implementations containing teaching learning components. Teaching learning components are components in the teaching and learning process. The findings from the teaching learning components consist of teachers, students, materials, methods, media, classroom management, as follows:

1) Meeting 1 (O1.15FEB.XI3)

The first observation was carried out in XI3 on February 15, 2023. The meeting for 1 hour of lesson (45 minutes). During the observation it was found:

a) Teaching Learning Process

The material that was presented is Hortatory Exposition Text. From the results of the interview, the entire material was presented at the beginning by Miss. WK. Miss. WK giving notes to students then, continue to review the material that has been submitted today. The teaching and learning process is carried out by asking questions. The teaching and learning process ends quickly enough.

i) Teacher

From the observations, Miss. WK is quite close with students, sometimes she makes jokes or tells stories to students. This makes the learning atmosphere quite relaxed and fun. This was also mentioned by Miss. WK in an interview,

*“...tiba-tiba out of the context, out of the materials aja sih.”*

Miss. WK stated that in creating a fun atmosphere Miss.WK did activities outof the context of the learning topic.Furthermore, Miss. WK said,

*“Kan dalam mengajar ngga melulu ngasih materi, misalnya nanti disisipin kaya bagaimana how to reach your future being, Bagaimanakamu meraih cita-cita.Atau Encourage, Saya kan ngga pernah memaksa siswa saya untuk skill-full dalam bahasa Inggris but at least they understand....”*

In the next interview opportunity, Miss. WK said,

*“... pasti ada selingan-selingan, entah itu a bit game, or yel, something like that.”*

So it can be concluded that, Miss. WK making learning more fun, giving motivation, and giving inspiring learning to students by inverting them in the teaching learning process, such as asking the students how they reach their ideal, giving encouragement to students in learning English, making a bit game, making yells, and soon.

during the observation, the researcher saw that Miss. WK interacted more with students using English. It can also

provide challenges and encourage students to get used to English. It's also added to the statement of Miss. WK,

*“...if they wanna ask me itu harus pakai bahasa Inggris.”*

Miss. WK said that she encourages students to use English, especially when asking questions with the teacher. It will make students quite accustomed to using several words or sentences in English.

From the observations, Miss. WK has positioned herself as a facilitator. In the teaching learning process carried out by Miss. WK already use student-oriented. It can be seen from the observation that Miss. WK determines and explains the material and gives notes to students at the beginning of learning, then in the next teaching learning process the teacher gives more assignments and projects.

Its basend on Miss. WK statement in interview when asked about the note that students have,

*“Kemarin mbak, di awal.”*

Miss. WK said that the students note was given yesterday, at the beggining of delivering material. The notes

that students have based on the material which teacher made (see appendix 9, p.140).

ii) Students

From the observations, not all students are active in the teaching and learning process. As explained by Miss. WK in the interview when asked about the level of student activity,

*“...Kita ngga bisa sih maksain hundred percent but i can see, for about eighty or ninety five lah ya.”*

Then Miss. WK calmed down,

*“...pasti ada yang aktif di part-part tertentu. Tapi ya biasanya itu itu aja (siswa yang sama). Ya itu, kan ngga semua suka, kalau yang suka bahasa Inggris ya pasti dia motivated untuk belajar.”*

So it can be concluded that students mostly give positive responses to the teaching learning. Miss. WK said that students who are active in learning are the same students. Students are motivated in learning because their interest in those subjects.

b) Teaching Material

From the observations, the teacher conveys the material at the beginning of the delivering material. Topic of teaching material which delivered are about Hortatory Exposition Text. In the interview, when asked about the source of the material she made, Miss. WK said,

*“Internet, ada buku paketnya juga.”*

From this statement it can be seen that in developing the material, Miss. WK uses internet and textbook as sources. The material provided is also quite detailed and interesting (see appendix 4, p.122).



*Picture 4.1. Bahasa Inggris Tingkat Lanjut Textbook*

#### c) Teaching Method

From the observations, Miss. WK using the question and answer, and discourse as teaching method in her teaching learning process. Miss. WK usually using classical method for her teaching



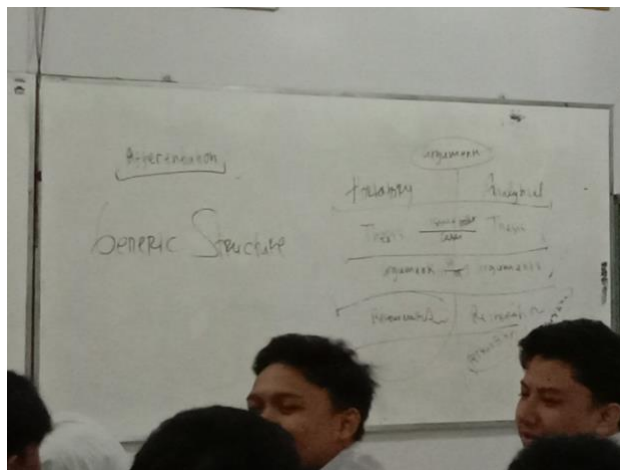
learning process. This was also mentioned by Miss. WK when asked about the method used,

*“...ceramah klasikal itu pasti, terus focuss grup discussion, em sama study case....”*

So it can be seen that Miss. WK uses classical teaching method such as discourse, focuss grup discussion, and study case method.

#### d) Teaching Media

From the observation, Miss. WK use whiteboard as teaching media. Miss. WK use whiteboard to highlghting the main discussion.



*Picture 4.2. White Board as teaching media*

#### e) Classroom Management

From the observation, Miss. WK asks students to open the notes, be quiet, separates the seats of students who make noise,

and wakes up the students who sleep. This was also explained by Miss. WK,

*“...nothing special sih mbak. Seperti yang biasanya dilakukan guru.”*

So it can be seen that there nothing special in Classroom Management that Miss. WK do, she does what other teachers usually do.

## 2) Meeting 2. (O2.15FEB.XI2)

The second observation was carried out in XI2 class on February 15, 2023. The meeting for 1 hour of lesson (45 minutes). During the observation it was found:

### a) Teaching Learning Proscess

The Topic was presented is Hortatory Exposition Text. The teaching and learning process carried out aims to deepen students' knowledge about argumentation and text suggestions. As said by Miss. WK in the interview after observing meeting 2 (see appendix 2, p.109).

Miss. WK uses quiz sourced from softfile of *Bahasa Inggris Tingkat Lanjut* textbook using LCD projector. At the beggining, Miss. WK chose 2 students to demonstrate the dialogue in the quiz. It can be a challenge to students.

Quiz are given as learning and formative assessment. As explained by Miss. WK,

*“...setiap soal, semua yang bisa saya ambil nilai selalu saya manfaatkan mbak.”*

Miss. WK also added,

*“...materi sudah saya berikan di awal, seperti yang ada di Modul Ajar saya itu. Setelah itu saya tinggal mengulang, memperdalam materinya. Bisa dari soal, diskusi, em tanya jawab kaya tadi.”*

Seeing from the observations and interviews, Miss. WK utilizes quiz, questions and answers, and other possible activities, as learning and evaluation

i) Teacher

From the observation, in this meeting Miss. WK did not carry out many activities in her teaching learning process. Miss. WK only gives quiz to work in groups. The Teaching Learning Process conducted by Miss. WK is the same as yesterday, Its by improvising. Teaching Learning process carried out by Miss. WK is not found in ATP or Learning Module (see appendix 8, p.139 and 9, p.140).

From the Observation, Miss. WK positioning herself as a facilitator, she prepares quiz and gives space for

students to work on quiz. Besides that Miss. WK also seemed welcome to students who wanted to ask questions.



*Picture 4.3. Students asked some question about their works*

ii) Students

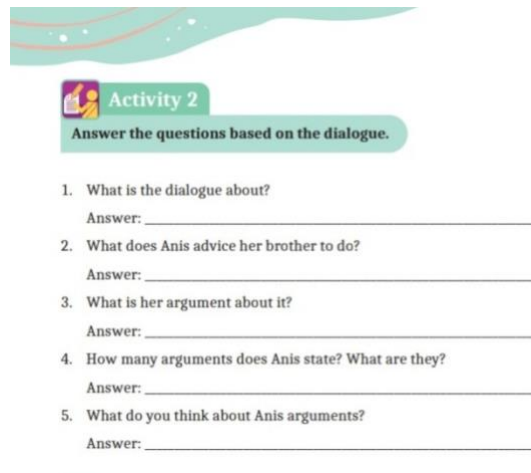
From the observation, students look quite conductive. Students also look quite active, seen from several students who actively ask questions and discuss with the teacher.

b) Teaching Material

From the observation, this meeting discussed the same topic as Observation 1, its Hortatory Exposition Text. Miss. WK gives quiz on the topic which are sourced from the *Bahasa Inggris Tingkat Lanjut* textbook. In the interview, when asked about the source of the material she made, Miss. WK said,

*“Internet, ada buku paketnya juga.”*

From this statement it can be seen that in developing the material, Miss. WK uses internet and textbook as sources.



*Picture 4.4. Quiz at meeting 2 about arguments and suggestions*

#### c) Teaching Method

From the observation, Miss. WK doesn't use much of any learning method, because this meeting is only to carry out a formative assessment as an examination of the extent to which students understand and gain about arguments and suggestions. This was also explained by Miss.WK, Miss.WK often uses quiz or project to be used to deepen students' knowledge of the topics discussed. This method called Recitation Method.

*“...Saya lebih seringnya banyak ngasih soal sih mbak. Untuk memperdalam juga biar siswa terbiasa sama soalnya.”*

d) Teaching Media

From the observation, Miss. WK uses softfile of *Bahasa Inggris Tingkat Lanjut* textbook.

e) Classroom Management

From the observation, Miss. WK doing classroom management such as, aranging LCD projector, and organitating students to make group and be quite.

3) Meeting 3. (O3.16FEB.X13)

The third observation was carried out in XI3 class on February 17, 2023. Pertemuan hari ini selama 2 jam pelajaran (90 menit). During the observation it was found:

a) Teaching Learning Process

Today, the material was presented is Hortatory Exposition Text. The teaching and learning process carried out aims to deepen students' knowledge about the generic structure of Hortatory Exposition and Analytical Exposition Text. As said by Miss. WK in interview after observing meeting 3 (see appendix 2, p.111).

Miss. WK uses projects sourced from *Bahasa Inggris Tingkat Lanjut* textbook. Miss. WK ordered to search for a text via the internet with the provision of choosing one of the Hortatory Exposition or Analytical Exposition Text. Then, from the text, students must analyze the generic structure of the text they

choose. Project are given as formative learning and assessment. As Miss. WK said when asked about, is the project used to learning and formative assessment?,

*“Iya pembelajaran, untuk memperdalam lagi mbak, pakai tugas.”*

i) Teacher

From the observation, it can be seen that the learning conducted by Miss. WK for this meeting was a formative assessment. As before, Miss. WK improvises in the process of learning to catch up.

Apart from that, Miss. WK also positioned herself as a facilitator by designing quiz and preparing the media to be used. Miss. WK also goes around checking student work and giving directions if there something is unclear about the assignments given.



*Picture 4.5. Miss. WK walk around to check student work.*

ii) Students

From the observation, it can be seen that students are doing their assignments in an orderly manner. Students also take the opportunity to ask questions and interact with the teacher during the teaching and learning process.

However, some students also seemed less motivated and enthusiastic when doing the assignments, this was also conveyed by Miss. WK in the interview when asked about student activity,

*“...pasti ada yang aktif di part-part tertentu. Tapi ya biasanya itu-itu aja (siswa yang sama). Ya itu, kan ngga semua suka, kalau yang suka bahasa Inggris ya pasti dia motivated untuk belajar.”*

From there, it can be said that mostly students are active in the teaching and learning process, but not all of students do. Student activity can be influenced by student interest.



*Picture 4.6. Students seem have no motivation in learning*



b) Teaching Material

From observation, the topic given by Miss. WK is still the same, it is Hortatory Exposition Text. The teaching and learning process uses quiz to deepen students' abilities in analyzing the generic structure of Analytical Exposition Text and Hortatory Exposition Text. Miss. WK gives a quiz on the topic which are sourced from the *Bahasa Inggris Tingkat Lanjut* textbook pages 177-178.

- a. Modify the article into a good analytical exposition text. Remember to write down the name of the writer's article

Thesis	
Argument	
Reiteration	



- b. Modify the article into a good hortatory exposition text. Remember to write down the name of the writer's article

Thesis	
Argument	
Reiteration	

Concluding Section 2 177

Picture 4.7. Quiz at meeting 3

Furthermore, learning also should make students challenged. That way students can encourage themselves to further develop. Challenges in learning can be created through assignments or projects. In teaching learning process conducted by Miss. WK there are many problem-based learning activities (see appendix 5, all observations, p.131-137). In the interview, Miss. WK also stated that,

*“...saya ngasih soal. Sometimes saya kasih by learning. They must state maybe one word or one sentences in english, or stating their feeling in English kaya gitu.”*

It is known that Miss. WK gave a quiz to make her students challenged. Sometimes the quiz is given by learning.

c) Teaching Method

From the observations made by Miss. WK using Methode of Assessment (Recitation). Miss. WK using project as a teaching method. As said by Miss. WK in the interview after the observation meeting 3 (see appendix 2, p.111), that Miss. WK usually used quiz or project to deepen student's knowledge.

*“Iya pembelajaran, untuk memperdalam lagi mbak, pakai tugas.”*

Miss. WK tries to train and see students' understanding in analyzing and differentiating Analytical Exposition Text and Hortatory Exposition Text.

d) Teaching Media

From observation, it was found that Miss. WK uses a *Bahasa Inggris Tingkat Lanjut* textbook in the form of a softfile.

e) Classroom Management

From the observation it was found that some students seemed less conducive and less motivated during the teaching and

learning process. To overcome this, Miss. WK gives a warning and asks to calm down. In addition, Miss. WK makes arrangements at the beginning of learning to induce students to be ready to learn and explain the activities to be carried out.



*Picture 4.8. Miss. WK explain the activities to be carry out.*

#### 4) Meeting 4. (O4.16FEB.X12)

The fourth observation was carried out in XI2 on February 16, 2023. Today's meeting lasted 2 hours (90 minutes). During the observation it was found:

##### a) Teaching Learning Process

Today's the material was presented is Hortatory Exposition Text. The teaching and learning process carried out aims to deepen students' knowledge about the generic structure of Hortatory Exposition Text. As said by Miss. WK in the interview after observation meeting 4 (see appendix 2, p.120).

Miss. WK uses quiz or projects as formative learning and assessment. Miss. WK ordered to search for a Hortatory Exposition Text via the internet. Then, from the text, students

must analyze the generic structure of the text they choose. Orders in carrying out projects are only carried out verbally. Quiz are given as formative learning and assessment. As said by Miss. WK in interview after observation meeting 2 (see appendix 2, p.109).

i) Teacher

From observation, it was found that Miss. WK is still doing the same thing as what was done yesterday, she is using project as learning as well as formative assessment. Miss. WK also carries out his duties as a facilitator, such as designing projects and being open to questions from students.



*Picture 4.9. Miss. WK answering the question from students*

Miss. WK is also consistent with the use of English in interacting with students even though it must be mixed with other languages so that it can be understood properly by students. Hal tersebut dilakukan agar siswa terbiasa menggunakan bahasa Inggris. As Miss. WK said,

*“...Saya kan ngga pernah memaksa siswa saya untuk skill-full dalam bahasa Inggris but at least they understand. Karena kan right now that is a important way gitu. Ya, need English buat compete gitu lo, kan di dunia sekarang mbak.”*

ii) Students

From observation, it can be seen that students are quite conducive in the teaching and learning process. Students appear to be more passive in interacting with the teacher compared to the learning activities in observation 2. Students seem to be hasty in working on projects, so students complete projects in a relatively short time. Students seem to have no significant obstacles in completing the given project.



*Picture 4.10. Students doing their work*

b) Teaching Material

Same with observation 3, the topic discussed is the generic structure of Hortatory Exposition Text. Miss. WK deepens students' ability to analyze the generic structure of Hortatory Exposition Text by providing projects. Students are given the freedom to search for Hortatory Exposition Text via the internet which is then analyzed for its generic structure.

c) Teaching Method

Still the same as observations 2 and 3, Miss. WK using Recitation Method as a teaching method. Miss. WK utilizes the project as learning. As said by Miss. WK in the interview after observation 2 and 3 (see appendix 2, p.109-111).

In addition, the Freedom Curriculum encourages teachers to take a differentiated approach. This is realized from the awareness that students have different needs. Differentiated approach is expected to help students learn according to their conditions.

From the observations, Miss. WK is not very visible in implementing differentiated approach. Miss. WK is just looking at some of the student assessment progress and helped students who had problem in doing the assessment. However, Miss. WK giving different assessment in each class. This was explained by Miss. WK that,

*“...kelas XI 1, XI 2, sama XI 3 itu sudah saya petakan mbak, terutama ya kelas XI 1, karena*

*saya wali kelasnya. Em jadi di tiga kelas itu saya differensiasi menurut kemampuan siswa-siswanya. Karena ya saya sudah faham dengan kondisi siswa-siswanya.”*

Than more added,

*“...Jadi ini itu ya tadi hubungannya dengan media tadi, jadi saya melihat kelas mana yang able untuk diberikan tugas ini....”*

Miss. WK also said in the interview when asked, was the implementation of the differentiation carried out per class?,

*“...Iya per kelas.”*

From this statement, it can be concluded that Miss. WK adjusting the method given to students based on their conditions. Miss. WK already plotted the class based on their abilities, especially in XI1, XI2, and XI3. Miss. WK uses different method and different projects for each class based on their abilities and conditions. In addition, to differentiating methods in each class, Miss WK also uses differentiated approach in various ways. As explained by Miss. WK in the interview,

*“Yang sering saya lakukan itu dengan prodak. Jadi siswa bisa memberikan dalam bentuk power point, karya tulis, atau dengan*

*dijelaskan dengan speaking langsung. Yang sering saya lakukan itu sih mbak. E, ini, untuk cara (differentiation media) itu saya pernah sekali. Saya ngajarnya dari audio, ada yang saya ngajar langsung di kelas, kemudian saya kasih handout, itu cuma sekali....”*

In other time, Miss. WK also added,

*“(differentiation media used) itu ya yang terakhir itu saya menggunakan audio, suara, video, video beneran, handout itu saya print sendiri, power point, sama satu lagi itu kaya makalah, apa namanya. Emm.. Kliping....”*

Then, Miss. WK argue that,

*“...berdiferensiasi dalam menyampaikan materi itu juga tidak perlu, karena siswanya juga rata-rata punya basic yang sama.”*

From these statements it can be concluded that Miss. WK using differentiated approach. The Differentiation approaches that Miss. WK has used: 1) Product differentiation by differentiating ways of doing the tasks given, such as making power points, hand writing, or by explaining them. 2) Media differentiation by using different teaching media, such as using audio, face-to-face, handouts, and clippings made by herself.



Miss. WK also said that material differentiation is not required, because the students have the same basic in English.

d) Teaching Media

From the observation, Miss. WK does not use any teaching media. Miss. WK only utilizes the internet as a source and learning aid for students.

e) Classroom Management

From the observation, Miss. WK conducts classroom management such as conducting students at the beginning of learning, admonishing students who are not conducive, and also admonishing students who do not use English when asking permission to use the toilet. As said by Miss. WK,

*“...if they wanna ask me itu harus pakai bahasa Inggris.”*

As Miss. WK effort to to familiarize students in using English.



*Picture 4.11. Students who seek permission to use English.*

c. Formative Assessment

From observations and interviews it was found that Miss. WK also uses question and answer activities as formative assessments to determine students' understanding of the discussing topic. Miss. WK mentioned in the interview when asked about the way she conducted formative assessments,

*“...Bisa dari ulangan, kuis, itu kan sering presentasi juga bisa dimasukkan nilai, terus dari speaking, conversation juga.”*

So it can be seen that Miss. WK usually conducts formative assessment using quiz, presentations, speaking, and conversations. Miss. WK also said in the interview when asked about the media for the quiz being conducted,

*“Mostly iya, tapi ya sering juga pakek g-form kadang juga speaking langsung.”*

Then Miss. WK added in the interview when asked about how she conducts formative assessments to observe students,

*“...itu biasanya pakek google form.”*

So it can be concluded that Miss. WK conducts formative assessment using quiz, presentations, speaking, and conversations. The formative assessment using quiz can be given with paper, google form,

and orally (speaking). Furthermore, formative assessment to observe the students usually use google form.

From the observation, Miss. WK using quiz or project as formative assessment and as learning. In the teaching learning that conducted by Miss. WK, Miss. WK seemed to use Recitation Method. Recitation method is the teaching method that takes advantages in giving project or quiz to gain knowledge and seeing how far the students' understanding about the topic. As Miss. WK said,

*“...Saya lebih seringnya banyak kasih soal sih mbak. Untuk memperdalam juga biar siswa terbiasa sama soalnya.”*

From observation, it was found that Miss. WK uses quiz and project as learning and as a formative assessment. As said by Miss. WK, that she always takes advantage of activities that allow her to be used as an assessment.

From the documents collected, Miss. WK also mentions the assessment instruments in the Teaching Modules that conduct 2 types of scoring, there are manner scoring and cognitive scoring (see appendix 9, p.164).

## 2. Problem Faced by Teacher in Implementing the Freedom Curriculum to Teach *Tingkat Lanjut* English Subject

In implementing the Freedom Curriculum Miss. WK face several problems. These problems come from herself and from outside. From the observations and interviews it was found that:

a. Internal Problem

Internal problems are problems that come from oneself. From the documents used by Miss. WK, there are still many deficiencies, especially in not finding learning objectives that were achieved in the learning activities made in the learning module. In addition, the learning objectives in ATP are not the same.

Besides that Miss. WK also does not use much of differentiated approach that is recommended to be used in the Freedom Curriculum. It can also be seen from the statement of Miss. WK in the interview,

*“...Kalo berdifferensiasinya materi, itu banyak yang harus disiapkan...”*

And also,

*“...(if using Process Differentiation) setiap bulan katakanlah ganti materi terus harus menyiapkan itu semua seperangkat yang seperti itu kan pasti susah...”*

So it can be said that Miss. WK is still not well adapted and lacks in motivation in implementing the Freedom Curriculum.

b. External problem

External problems are problems that come from outside. From the observations it can be seen that meetings that are too fast and too many can become a problem. In one week in 11<sup>th</sup> grade there are approximately

3 meetings for *Tingkat Lanjut* English Subject with a learning duration for only 1 to 2 hours per meeting. Meetings that are too short and too many make the teacher lack in time to do many activities and drain the energy to make different activities at each meeting. This was also explained by Miss.WK in the interview,

*“...Kan seminggu itu 5 Jam Pelajaran kan mbak, itu banyak lo. Jadi, ya susah buat ganti-gnati, biasanya saya pakai klasikal saja, kaya ceramah gitu...”*

From this statement, it can be said that Miss. WK burdened with too many meetings if she has to use different methods.

In addition, From the observations, Miss. WK seems to rarely use the differentiated approach. Differentiated approach does require teacher creativity and discipline in applying it. This was explained by Miss. WK in the interview,

*“...Kalo berdifferensiasinya materi, itu banyak yang harus disiapkan....”*

In other day, Miss. WK added,

*“...(if using Process Differentiation) setiap bulan katakanlah ganti materi terus harus menyiapkan itu semua seperangkat yang seperti itu kan pasti susah...”*

Therefore, from this statement it can be concluded that, Miss. WK is burdened to prepare all the needs of a Differentiated approach because she has to prepare a lot of things.

## **B. Research Discussion**

The purpose of conducting this study, the first are to analyze the implementations of the freedom curriculum in teaching learning english of *tingkat lanjut* english subject by teacher in xi grade of sma batik 1 surakarta in academic year of 2022/2023, the second are to find out the problems faced by english teacher in implementing the freedom curriculum in teaching learning process of *tingkat lanjut* english subject in xi grade of sma batik 1 surakarta in academic year of 2022/2023. In this section, the researcher presents a discussion of the results related to the theories at the previous chapter. Discussion after conducting analysis on the findings as follows:

1. The Implementation of Freedom Curriculum to Teach *Tingkat Lanjut* English Subject

Implementation is the application of theregulationvalue in several activity. Thus, when implementing the Freedom Curriculum in a teaching learning process, the activities carried out haveto reflect the values of the Freedom Curriculum. Researchers choose Miss.WK because of suggestions from other English teachers and she is a teacher who participatingin TOT, so she is considered the teacher who understands the Freedom Curriculum the most.

Implementation of Freedom Curriculum in XIgrade in the *Tingkat Lanjut* English Subject conducted by Miss. WK has reflected the values of the Freedom Curriculum. Freedom Curriculum provides freedom for teachers and students in the teaching and learning process. In here, Miss. WK took advantage of this regulation to improvise more in the teaching and learning activities. Miss.WK is not stuck with the Learnings Module that

she uses. Miss.WK applies different learning and methods in each class by taking into the conditions.

By differentiating the learning and method, it is also the efforts of Miss.WK in using the Differentiated Approach. The Freedom Curriculum uses the concept of differentiated learning to overcome the learning gap that occurs in Indonesia (Anggraena, Y, 2021). In addition, Miss. WK also carries out a differentiated approach in other ways, there are differentiation product by providing freedom for students to do their assignments in different forms, and differentiation media by making various learning media to compiled the needs of students who have different learning styles. However, Miss. WK has never used differentiation material because of Miss. WK students have the same basic.

The Freedom Curriculum also encourages teachers to carry out a student-oriented teaching and learning process, where the students role are more dominant in the teaching and learning process. This was also done by Miss. WK who positions herself as a facilitator in learning activities. Miss. WK creates and provides material at the beginning, then conducts more assessments and projects in the next teaching learning process. This is also supported by Miss. WK that uses group discussions and case studies as learning method which make students more active and critical in solving a problem. Miss.WK's treatment met the expectations of the process standards of Freedom Curriculum which stated that, teachers must be preceptors, role models, and motivators for students. Teachers are also

expected to be able to create an atmosphere that are inspiring, fun, motivating, provides sufficient space for students, and others.

In the teaching and learning process, the method used by Miss. WK is quite varied, such as discourse, group discussions, study cases, questions and answers, and recitation. To support teaching and learning methods, Miss.WK use quite a variety of media, such as power points, videos, recorders, clippings, notes, textbooks, Quizzizz, Padled, and Kahoot. Miss. WK does not only use conventional media but also digital media.

The use of game-based media, besides being able to provide challenges to students, it's can also present a fun atmosphere and motivate students to take part in the teaching and learning process. Freedom Curriculum also encourages teachers to be able to make the teaching learning process more fun, motivating, challenging, providing space, inspiring, and interactive. Miss. WK has presented everything in the teaching and learning process that was carried out, such as providing motivation, inspiration, fun learning by insertedit during giving material. Apart from using quiz to challenge students, the teacher also mostly uses English and encourages students to use English to interact with teacher. Miss. WK also provides space and challenges to students to be creative by implementing a differentiation product approach.

In the teaching learning process, students seemed quite active in participating in the teaching learning process conducted by Miss. WK. Miss. WK also seemed close with the students so there was a lot of interaction between Miss. WK and students, both in the learning context and outside



the learning context. However, there are still some students who are less motivated in learning. So that classroom management is needed. In the Classroom Management that she did, Miss. WK didn't do much of a big thing. Usually, Miss. WK only make control that is usually done by other teachers, such as conditioning students, admonishing, and ordering. However, Miss. WK very rarely did controls to the facility in the class.

In the Freedom Curriculum there are two kinds of assessments, they are summative assessments and formative assessments. Summative assessment is carried out at the end of the teaching learning period, usually carried out simultaneously in the Mid Exam and Final Exam. While the formative assessment is carried out during the teaching learning process. This assessment can be used as learning, assessment, and also observation for students. Miss. WK conducts a formative assessment of these three functions. In conducting a formative assessment for learning, Miss. WK uses direct questions. Besides being able to be used as learning, direct questions can also be used as an assessment of the extent to which students understand the material provided. Besides using direct questions, Miss. WK also uses quiz and projects to see how far students understand the material provided. Meanwhile, in conducting a formative assessment for observation, Miss. WK usually uses google form.

## 2. Problem Faced by Teacher in Implementing the Freedom Curriculum to Teach *Tingkat Lanjut* English Subject

In implementing the Freedom Curriculum to teach *Tingkat Lanjut* English Subject, Miss. WK face several problems. These problems come from internal or from herself and from external or from outside. Internal problems usually occur due to the human nature of the teacher. From the findings it can be described, the internal problems that are owned by Miss. WK are still not adapted enough to the Freedom Curriculum and lack in motivation to make the nicest implementation of the Freedom Curriculum.

In addition, Miss. WK also face several problems that came from outside. The external problem faced by Miss. WK are the frequency of meetings is too many and too short. Too many learning meetings make Miss. WK is burdened if each meeting has to use different media and methods. Meanwhile, meetings that were too short made Miss. WK can't be creative to make lots of interesting activities. In addition, a lot of material and media that must be prepared when she want to use a differentiated approach is also burdened.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of this study, the researcher can conclude that in order to teach *Tingkat Lanjut* English Subject in 11<sup>th</sup> grade of SMA Batik 1 Surakarta, they have implemented the Freedom Curriculum. The implementation of Freedom Curriculum can be seen from the application of Freedom Curriculum values in each learning component in the teaching and learning process at the *Tingkat Lanjut* of English Subject. These applications include: Teachers have participating in training as qualified teacher to conduct teaching using Freedom Curriculum. 1) Teacher using 2 documents that use as teaching planning, they are ATP and Teaching Modules which have good features. 2) The implementation of the Freedom Curriculum in teaching is quite good, there are clearly find many teaching components that interesting. a) Teaching learning processes are student-oriented. i) In the teaching learning process teachers positioning her self as facilitator who determine the materials quiz, and project. Teachers also give efforts to make the teaching learning process more inspirative, fun, motivating, and challenging. ii) Students mostly active in teaching learning process, but sometimes some students have lack in motivation in studying English. b) Teacher use internet and textbook as source to determining materials and quiz. c) Teaching learning processes using differentiated approach that give different teaching learning activity in each class. Teachers also use discourse, question and answer, and recitation method as teaching method. d) Teachers use whiteboard and softfile of *Tingkat Lanjut* English Textbook as teaching media. e)

In the classroom management, teachers do what other teachers do, such as conducting the students and doing a little arrangement of class facility. Teachers do not make extreme arrangements to the class facility, such as replacing some stuff or change the seat setting.<sup>3</sup> Teacher utilizing all the activities that can be assessments, such as through quiz, presentations, speaking, and conversations.

Although the implementation of the Freedom Curriculum for teaching *Tingkat Lanjut* English Subject in 11<sup>th</sup> grade is quite good, there are problems faced by teachers in the implementation. These problems include: 1) Internal problems, such as the lack of adaptation and motivation from within the teacher to implement the Freedom Curriculum for the better. and 2) External problems, such as too many and short meetings and the amount of material and media that must be prepared by the teacher is also a problem in the implementation of the freedom curriculum.

### **B. Sugesstion**

From the results of research that has been conducted by researchers, researchers have several suggestions: 1) For teachers who implement the Freedom Curriculum for teaching to better prepared, look for lots of interesting learning references, and share a lot with other teachers. 2) For schools that implement the Freedom Curriculum to pay attention to and adjust the teaching learning process so its make easier for teachers to implement the Freedom Curriculum in teaching and socialize more learning media for teachers that have been prepared by the Ministry of Education and Culture to add references for teachers.

## BIBLIOGRAPHY

- Abdul Majid. (2005). Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru. Bandung: PT. Remaja Rosdakarya.
- Achmad, G. H., Ratnasari, D., Amin, A., Yuliani, E., & Liandara, N. (2022). Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5685-5699.
- Ananda, R. (2019). Perencanaan Pembelajaran. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Anggraena, Y., Felicia, N., Eprijum, D., Pratiwi, I., Utama, B., Alhapip, L., & Widiawati, D. (2022). Kajian Akademik Kurikulum untuk Pemulihan Pembelajaran.
- Anggraena, Y., et al. (2022). Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Audie, N. (2019). Peran Media Pembelajaran Meningkatkan Hasil Belajar Peserta Didik. In *Prosiding Seminar Nasional Pendidikan FKIP* (Vol. 2, No. 1, pp. 586-595).
- Bachri, B. S. (2010). Meyakinkan Validitas Data Melalui Triangulasi pada Penelitian Kualitatif. *Jurnal Teknologi Pendidikan*, 10(1), 46-62.

- Bahri, S. (2017). Pengembangan Kurikulum Dasar dan Tujuannya. *Jurnal Ilmiah Islam Futura*, 11(1), 15-34.
- Bisri, M. K. (2019). Implementasi Strategi Pembelajaran Contextual Teaching and Learning dalam Mata Pelajaran Pendidikan Agama Islam di SMA Negeri 6 Kab. Tangerang SMA Negeri 15 Kab. Tangerang dan SMA Negeri 18 Kab. Tangerang” (Doctoral Dissertation, Universitas Islam Negeri Serang Banten).
- Buchari, A. (2018). Peran Guru dalam Pengelolaan Pembelajaran. *Jurnal Ilmiah Iqra'*, 12(2), 106-124.
- Cecep, H., Widyastuti, A., Subakti, H., Hasibuan, F. A., Sartika, S. H., Ardiana, D. P. Y., ... & Simarmata, J. (2021). *Dasar-Dasar Ilmu Pendidikan*. Yayasan Kita Menulis.
- Daga, A. T. (2021). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 7(3), 1075-1090.
- Damayanti, A. D., Jannah, A. N., & Agustin, N. (2023). Implementasi Kurikulum Merdeka Dalam Pembelajaran Bahasa Indonesia di SMP Muhammadiyah 19 Sawangan. *Prosding Samasta*.
- Darmadi. (2017). Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar Siswa. Yogyakarta: Deepublisher.
- Darman, R. A. (2021). Telaah Kurikulum. Jawa Barat: GUEPEDIA.

- Dhani, R. R. (2020). Peran Guru dalam Pengembangan Kurikulum. *Jurnal Serunai Administrasi Pendidikan*, 9(1), 45-50.
- Dolong, J. (2016). Teknik analisis dalam komponen pembelajaran. *Jurnal Inspiratif Pendidikan*, 5(2), 293-300.
- Fakhrurrazi, F. (2018). Hakikat Pembelajaran yang Efektif. *At-Tafkir*, 11(1), 85-99.
- Hamalik, O. (2013). *Kurikulum dan Pembelajaran*. Jakarta: Bumi aksara.
- Hasibuan, A. R. H., Aufa, A., Khairunnisa, L., Siregar, W. A., & Adha, H. (2022). Implementasi Kurikulum Merdeka di Sekolah Penggerak SDN 104231 Sugiharjo Kecamatan Batang Kuis. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6), 7411-7419.
- Hendriani, S. (2016). Permasalahan guru bahasa Inggris dalam mengimplementasikan kurikulum 2013 di SLTA Kabupaten Tanah Datar. *Ta'dib*, 18(1), 67-75.
- Hutabarat, H., Harahap, M. S., & Elindra, R. (2022). Analisis Penerapan Kurikulum Merdeka Belajar di SMA Negeri Sekota Padangsidempuan. *Jurnal MathEdu (Mathematic Education Journal)*, 5(3), 58-69.
- Indriastuti, A. M. (2021). *Buku Panduan Guru Bahasa Inggris Tingkat Lanjut*. Jakarta Selatan: Pusat Perbukuan Badan Standar, Kurikulum dan, Assesment Pendidikan Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi.

- Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011-3024.
- Ismiatun, S. R., Neliwati, N., & Ginting, B. S. (2022). Implementasi Manajemen Kurikulum di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 965-969.
- Kemendikbud.(2021). *Sistem Kurikulum Nasional*.(<https://kurikulum.kemendikbud.go.id/>) Accessed on 2022-10-15.
- Kurka. (2022). Capaian Pembelajaran Bahasa Inggris Dalam Kurikulum Merdeka. Pusat Pengembangan Kurikulum Merdeka(<https://kurikulummerdeka.com/capaian-pembelajaran-bahasa-inggris-pada-kurikulum-merdeka/>) Accessed on 2023-2-5.
- Lestari, N. D. (2018). Analisis Penerapan Kurikulum 2013 dalam Meningkatkan Kualitas Pembelajaran Ekonomi di SMA Negeri Se-Kota Palembang. *Jurnal Neraca: Jurnal Pendidikan dan Ilmu Ekonomi Akuntansi*, 2(1).
- Lufri. (2006). *Strategi Pembelajaran Biologi, Teori, Praktik dan Penelitian*. UNP Press.
- Makaborang, Y. (2019). Evaluasi Implementasi Kurikulum 2013 Mata Pelajaran Biologi di SMA Negeri. *Kelola: Jurnal Manajemen Pendidikan*, 6(2), 130-145.



- Marlina, T., & Atmazaki, A. (2020). Implementasi Kurikulum 2013 dalam Mata Pelajaran Bahasa Indonesia di SMA Negeri 7 Padang. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(1), 188-194.
- Muhith, A. (2018). Problematika Pembelajaran Tematik Terpadu di Min III Bondowoso. *Indonesian Journal of Islamic Teaching*, 1(1), 45–61.
- Mujab, S., & Gumelar, W. S. (2023). Analisis Implementasi Kurikulum Merdeka (Studi Kasus SMK Al Huda Kedungwungu Indramayu). *Jurnal Pendidikan dan Konseling (JPDK)*, 5(1), 1538-1545.
- Moeslichatoen. (2004). *Metode Pengajaran di TK*. Jakarta: Rineka Cipta.
- Mulyasa, H. E. (2021). *Implementasi Kurikulum 2013 Revisi: Dalam Era Industri 4.0*. Bumi Aksara.
- Munandar, A. (2018). Kurikulum Sebagai Jantung Pendidikan. In *Prosiding Seminar Nasional Pendidik dan Pengembang Pendidikan Indonesia* (pp. 52-51).
- Nurani et al., (2022). *Buku Saku: Serba-serbi Kurikulum Merdeka Kekhasan Sekolah Dasar*. Direktorat Sekolah Dasar. [ditpsd.kemendikbud.go.id](http://ditpsd.kemendikbud.go.id). Accessed on 2022-10-19.
- Peraturan Menteri Pendidikan dan Budaya No. 16 Tahun 2022 Tentang Standar Proses Pendidikan. (<https://peraturan.bpk.go.id/Home/Details/224238/permendikbudriset-no-16-tahun-2022>) Accessed on 2022-12-20

- Pustikayasa, I. M. (2019). Grup Whatsapp Sebagai Media Pembelajaran. *Widya Genitri: Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu*, 10(2), 53-62.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313-6319.
- Ramadhani, Y. R., Subakti, H., Masri, S., Brata, D. P. N., Salamun, S., Walukow, D. S., ... & Cecep, H. (2022). Pengantar Strategi Pembelajaran. Yayasan Kita Menulis.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu Vol*, 6(4).
- S. Nasution. (2011). *Metode Research: Penelitian Ilmiah*. Jakarta: Bumi Aksara,hal 113.
- Sabdarifanti, T., Hanifah, N., Rizqi, A. K., & Artajaya, U. (2021). Inovasi Kurikulum: Materi Pendidikan. *JIRA: Jurnal Inovasi dan Riset Akademik*, 2(10), 1460-1476.
- Sadieda, L. U., Wahyudi, B., Kirana, R. D., Kamaliyyah, S., & Arsyavina, V. (2022). Implementasi Model Blended Learning pada Pembelajaran Matematika Berbasis Kurikulum Merdeka. *JRPM (Jurnal Review Pembelajaran Matematika)*, 7(1), 55-72.
- Silmy, A. N., & Ardiyanti, A. (2022). Metodologi Pembelajaran Pendidikan Agama Islam. *Journal on Teacher Education*, 3(3), 99-106.

- Siregar, R. S., Subakti, H., Karwanto, K., Sari, I. N., Purba, S., Susanti, S. S., ... & Harahap, A. L. (2021). *Manajemen Sistem Pembelajaran*. Yayasan Kita Menulis.
- Siswanto, S. (2022). Efektivitas Metode Inkuiri dalam Pembelajaran PPKN untuk Meningkatkan Kemampuan Menganalisis Kasus Pelanggaran Hak Asasi Manusia. *Jurnal Terapan Pendidikan Dasar dan Menengah*, 2(2), 330-334.
- Subakti, H., Harianja, J. K., Ogara, D. O., Arni, Y., Fauzi, A., & Simarmata, J. (2022). *Landasan Pendidikan*. Yayasan Kita Menulis.
- Subakti, H., Utami, N. R., Sulaeman, D., Soputra, D., Hardiyanti, S. A., Avicenna, A., ... & Yuniwati, I. (2022). *Teori Pembelajaran*. Yayasan Kita Menulis.
- Sukardi. (2013). *Metode Penelitian Pendidikan*. Jakarta: PT Bumi Aksara,hal 182.
- Sukmadinata, Nana Syaodih. (2007). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Suharsimi Arikunto. (2002). *Prosedur Penelitian Pendekatan Praktis*. Jakarta: Rineka Cipta,hal 168.
- Syam, S., Subakti, H., Kristianto, S., Chamidah, D., Suhartati, T., Haruna, N. H., ... & Arhesa, S. (2022). *Belajar dan pembelajaran*. Yayasan Kita Menulis.
- Toharudin, M. (2020). *Buku Ajar Manajemen Kelas*.Lakeisha.
- Tomlinson, C. A., & Moon, T. (2000). *Assessment in a Differentiated Classroom*. *Proven Programs in Education: Classroom Management and Assessment*, 1-5.

Triwiyanto, T. (2022). Manajemen Kurikulum dan Pembelajaran. Sawo Raya: Bumi Aksara.

Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, accessed on 2022-10-15.

Uno, H. B. (2022). Landasan Pendidikan. Sawo Raya: Bumi Aksara.

Usman, I. D. L., Rahmah, R. A., Handayani, P., Yuliasari, A., Lukmansyah, U., Aliyah, H. S., ... & Widiya, Y. Proses Pembelajaran Biologi dalam Pelaksanaan Kurikulum Merdeka di SMAN 7 Tangerang. *Jurnal Inovasi Pendidikan dan Sains* 3 (2). 56-60.

Yuliah, E. (2020). Implementasi Kebijakan Pendidikan. *Jurnal At-Tadbir: Media Hukum dan Pendidikan*, 30(2), 129-153.

Zahir, A., Nur, H., Jusrianto, J., Hidayat, W., & Parubang, D. (2021). Evaluasi Hasil Belajar Elektronika Digital Melalui Tes Formatif, Sumatif, dan Remedial. *Jurnal Literasi Digital*, 1(2), 122-129.

## **APPENDICES**

## APPENDIX 1

### INTERVIEW GUIDE OF FREEDOM CURRICULUM IMPLEMENTATION BY ENGLISH TEACHER IN TEACHING LEARNING PROCESS IN XI GRADE OF SMA BATIK 1 SURAKARTA IN ACADEMIC YEARS OF 2022/2023.

No.	Component	Question	Theory/sources
1.	Teacher	Has the teacher received any training?	UU RI. No. 20 (2003)
		Does the teacher understand the teacher's task in a teaching learning process? (make learning plans, developing the elements in the teaching learning component, and managing the class)	Syam et al. (2022), Educators are compiling learning objectives, determining efficient methods, designing learning media, sorting learning resources, and carrying out appropriate evaluations.
		Does the teacher try to be role model, motivator, and facilitator?	Permendikbud No. 16 (2022)
		Does the teacher try to create a classroom atmosphere like in Permendikbud No. 16 (2022)?	

		Are there any difficulties in implemented the Freedom Curriculum?	Hendriani (2019), state there are 2 kind of problem: internal and external
		Are the teaching modules used in accordance with the regulation?	Anggraena, Y, et al. (2022). Panduan Pembelajaran dan Assesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kemendikbudristek
		Are there difficulties in compiling teaching modules?	
2.	<b>Learning Objectives</b>	Does the teacher set learning objectives?	Permendikbud No. 16 (2022)
		Does the teacher analyze the condition of students before determining learning objectives?	Anggraena, Y, et al. (2022). Panduan Pembelajaran dan Assesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen
		Are the learning objectives in accordance with the learning outcomes?  Are there any difficulties in preparing learning objectives?	Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen

			Pendidikan: Kemendikbudristek
<b>3.</b>	<b>Instructional Material</b>	Can the teacher adjust the instructional material by herself?	Anggraena, Y, et al. (2022). Panduan Pembelajaran dan Assesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kemendikbudristek
		Has the selected material been adjusted to the readiness of students?	
		Is the material selected in accordance with the competencies in the learning outcomes to be achieved?	
		Are there difficulties in determining the material?	
<b>4.</b>	<b>Method</b>	Does the teacher use a lot of methods in the learning process?	Anggraena, Y, et al. (2022). Panduan Pembelajaran dan Assesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kemendikbudristek
		Is the method used in accordance with the conditions of students?	
		Does the teachers use differentiated approach in teaching learning process?	
		Are there difficulties in determining teaching methods?	



		What are the difficulties in implementing a differentiated approach?	
<b>5.</b>	<b>Media</b>	What are the media used by the teacher in the learning process?	Azhar, learning media are components or physical vehicles that contain instructional material that can motivate students to learn
		Is the media used adapted to the conditions of students?	
		Is the media used adapted to the material provided?	
		Are there difficulties in determining the teaching media?	
<b>6.</b>	<b>Evaluation</b>	Do teachers always provide formative assessments for students?	Peemendikbud No. 16 (2022)
		Does the school always provide summative assessments for English subjects?	
		Does the teacher always analyze the learning readiness of students?	Anggraena, Y, et al. (2022). Panduan Pembelajaran dan Assesmen Pendidikan Anak Usia Dini,
		Does the teacher use a variety of formative assessments?	

		Is the selected assessment adjusted to the learning objectives?	Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kemendikbudristek
		Are there difficulties in determining formative assessments for students?	
7.	<b>Students</b>	Does the teacher always analyze the needs of students?	Anggraena, Y, et al. (2022). Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Badan Standar, Kurikulum, dan Asesmen Pendidikan: Kemendikbudristek
		Does the teacher use a differentiated approach when teaching?	
		Do students give a positive response teachinglearning process?	
		Are students actively responding to the topic being discussed?	

## APPENDIX 2

### INTERVIEW TRANSCRIPT

#### A. Interview January 17, 2023

Invormant: Miss. WK

Miss. WK is SMA Batik 1 Surakarta English Teacher who conduct TOT. The interview conduct in IT laboratory.

(I1.17JAN.WK)

Initial		Transcript	Description
Peneliti	:	Bismillah, saya mulai nggih Miss?	
WK	:	Iya mbak.	
Peneliti	:	Untuk di SMA Batik penerapan Kurikulum Merdeka sudah berapa tahun Miss?	
WK	:	2 tahun	The Implementation : SMA Batik 1 Surakarta has implemented the Freedom Curriculum for 2 years
Peneliti	:	Di awal penggunaan kurikulum merdeka sudah menggunakan nama Kurikulum Merdeka Miss?	
WK	:	Sudah menggunakan nama Kurikulum Merdeka sejak awal.	The Implementation : SMA Batik 1 Surakarta useing name Kurikulum Merdeka (Freedom Curriculum) from the start
Peneliti	:	Untuk penggunaan Kurikulum Merdeka apakah guru juga mendapatkan pelatihan?	

WK	:	Iya, mendapatkan pelatihan. Jadi gini mbak, kita kan masuk yang pertama menggunakan Kurikulum Merdeka namanya program sekolah penggerak dulu itu. Saat itu hanya beberapa sekolah yang ikut sekolah penggerak termasuk kita. Nah dari yang awal-awal itu, guru yang ditraining juga dari sekolah yang ikut pertama itu, didalamnya juga ada guru bahasa inggris. Itu pelatihan dari dinas. Itu sebelum pengimplementasian, mungkin sekitar satu setengah tahun yang lalu. Nah setelahnya ada kelas sepuluh yang baru, itu yang sekarang kelas 11. Ketika mereka masuk kan ngga mungkin hanya guru yang ditraining di dinas yang mengajar. Nah terus ada training lagi di sekolah (untuk guru yang lain).	The Implementation : SMA Batik 1 Surakarta is one of the school that Implementing Freedom Curriculum at the beginning of released freedom Curriculum  Teacher : there are 2 teacher's training, conducted by Ministry of Education and Culture, known as Training of Trainer (TOT) and conducted by School, known as In House Training (IHT).
Peneliti	:	Berarti peggunan kurikulum merdeka di kelas 10 dan 11 nggih Miss?	
WK	:	Iya, kelas 10 dan 11. Kelas 12 masih kurikulum 2013.	The Implementation : Freedom Curriculum Implemented in 10 <sup>th</sup> and 11 <sup>th</sup> grades.
Peneliti	:	Untuk Miss WK mengajar di kelas berapa nggih?	
WK	:	Saya di kelas XI1 sampai 5.	

Peneliti	:	Penjurusan di kelas sekarang bagaimana miss?	
WK	:	Sekarang kan minat ya namanya. Di SMA Batik kita milihnya minat IPA dan IPS.	The Implementation : There are Natural Science Major and Social Science Major
Peneliti	:	Untuk pembagian minatnya bagaimana miss?	
WK	:	XII itu kan kelas khusus, kelas Internasional di dalamnya ada science ada sosial. Itu nanti ada yang namanya kelas minat, jadi ketika ada kelas tersebut mereka dipisah sesuai dengan minatnya. Kemudian kelas XI2 sampai 5 itu IPA.	
Peneliti	:	Untuk kelas 11 ada berapa kelas miss?	
WK	:	Kelas 11 ada 11 kelas. Jadi kelas 10 12 kelas, kelas 11 11 kelas, kelas 12 10 kelas.	
Peneliti	:	Dikurikulum merdeka itu pelajaran bahasa inggris ada dua nggih miss? Wajib dan minat?	
WK	:	Kelas 12 wajib dan minat, kalau kelas 11 Wajib dan tingkat lanjut. Kelas 10 2 jam tok bahasa inggris, kelas 11 2 jam bahasa inggris 5 jam tingkat lanjut.	Implementation in English Subject : Freedom Curriculum have 2 English Subject, there are <i>Tingkat Lanjut</i> English Subject which given in 11 <sup>th</sup> grade dan English Subject which given in 10 <sup>th</sup> grade.
Peneliti	:	Berarti kelas 10 tidak ada tingkat lanjutnya miss?	

WK	:	Tidak ada	Implementation in English Subject : <i>Tingkat Lanjut</i> English Subject not given to 10 grade
Peneliti	:	Untuk mengajar, miss WK selalu sesuai dengan RPP miss?	
WK	:	Disesuaikan. Tidak sama, tapi tetap disesuaikan. Melihat kondisi.	Teacher : doing more improvisation  Learning Objectives : Sometimes not the same as what is though
Peneliti	:	Untuk ATP dan materi Miss WK mengembangkan sendiri Miss?	
WK	:	Iya, materi kan dari MGMP tapi sekolah juga boleh memutuskan.	Material : decided by MGMP but schools can still adjust
Peneliti	:	Untuk ATP tetap disesuaikan dengan CP nggih Miss?	
WK	:	Iya, disesuaikan dengan CP	Learning Objectives : ATP adjusted by CP
Peneliti	:	Untuk bahan ajar biasanya dari mana saja miss?	
WK	:	Internet, ada buku paketnya juga.	Materials : the sources of the materials from Internet, and textbook
Peneliti	:	Oh, itu untuk materi ada buku paketnya nggih miss dari pemerintah?	
WK	:	Nggih ada.	Materials : there is textbook given by Ministry of Education and Culture

Peneliti	:	Kalau teknik mengajar miss, biasanya menggunakan teknik apa miss?	
WK	:	Banyak ya mbak, itu nanti ada di Modul (Ajar) sama ATP mungkin. Kalo yang sering ya ceramah klasikal itu pasti, terus focuss grup discusion, em sama study case. Kan waktunya juga sedikit ya mbak, jadi untuk menggunakan strategi yang taking time akan membuang waktu ya. Jadi ya klasikal aja sih, tapi ya pernah kok pakek (teknik yang lain).	Method : teacher using classical discourse, focuss grup discussion, and study case as teaching techniques
Peneliti	:	Itu Miss, kan di Kurikulum Merdeka ada yang namanya pendekatan berdiferensiasi. Nah, Miss WK juga menerapkan Miss?	
WK	:	Menerapkan	Method : teacher using differentiated approach
Peneliti	:	Caranya itu bagaimana Miss?	
WK	:	Yang sering saya lakukan itu dengan prodak. Jadi siswa bisa memberikan dalam bentuk power point, karya tulis, atau dengan dijelaskan dengan speaking langsung. Yang sering saya lakukan itu sih mbak. E, ini, untuk cara (diferensiasi media) itu saya pernah sekali. Saya ngajarnya dari audio, ada yang saya ngajar langsung di kelas, kemudian saya	Method : differentiation approaches that teacher have used:1)product differentiation by differentiating the way of doing the tasks given, such as making power points, writing papers, or by explaining them.2) media differentiation by using different teaching media, such as audio, face-to-face, and with handouts.

		<p>kasih handout, itu cuma sekali. Kalo bedifferensiasinya materi, itu banyak yang harus disiapkan. (jika menggunakan differensiasi prodak) Kalo materinya sama semua cuma penugasannya aja yang berbeda.</p>	<p>Problem faced : to much efforts to use materials differentiation (burdened)</p>
Peneliti	:	<p>Nggih miss. Kan di Kurikulum Merdeka itu bedifferensiasi Materi kan dengan membedakan materi yang didapat oleh siswa Miss. Berarti itu Miss WK belum menggunakan itu nggih Miss?</p>	
WK	:	<p>Iya, hanya beberapa (kelas) saja (yang pernah diterapkan pembelajaran bedifferensiasi). Gini, kan ini siswanya banyak mbak, jadi saya menyesuaikan. Kalau saya menjelaskan sekali dua kali mayoritas sudah paham sudah saya bediferensiasinya hasil (atau prodak). Jadi mereka lebih ke, “bagaimana saya biar affected to the teachers attention through the task-nya mereka”. (Menurut) Saya, bediferensiasi dalam menyampaikan materi itu juga tidak perlu, karena siswanya juga rata-rata punya basic yang sama.</p>	<p>Method : teacher say that materials differentiation not required, because students has same basic in English.</p>
Peneliti	:	<p>Sulit ngga Miss (melakukan pendekatan) bediferensiasi itu?</p>	



WK	: Sulit, cukup sulit. E.. Kata kanlah misal itu ya yang terakhir itu saya menggunakan audio, suara, vidio, vidio beneran, handout itu saya ngeprint sendiri, power point, sama satu lagi itu kaya makalah, apa ya namanya. Emm.. Kliping. Itu kan, jenengan bayangke aja misal, padahalkan setiap bulan katakanlah ganti materi terus harus menyiapkan itu semua seperangkat yang seperti itu kan pasti susah. Nah, itu baru terlaksana sementara baru satu kali mbak. Itu audio saya sendiri yang ngomong, vidio juga saya sendiri yang buat, intinya semua itu self-made mbak. Soalnya kalo cari di internet itu susah. Itu juga ada yang namanya platform Merdeka Mengajar tapi belum sesuai sama yang saya mau.	Method : media differentiation use audio, video, handout, power point, and kliping made by her self.  Problem faced : teacher burdened to prepare all the need of media differentiation if it doing every month.
Peneliti	: Untuk evaluasi miss, apakah selalu ada assesment formatifnya miss?	
WK	: Itu tergantung gurunya sih. Kalau saya selalu ada. Bisa dari ulangan, kuis, itu kan sering presentasi juga bisa dimasukkan nilai, terus dari speaking, conversation juga.	Evaluation : the formative assessment use quiz, precentation, speaking, and conversation.
Peneliti	: Em, kalo kuis itu yang selalu pakek kertas gitu Miss?	

WK	:	Mostly iya, tapi ya sering juga pakek g-form kadang juga speaking langsung.	Evaluation : the formative assesment using quiz can given with paper, google form, and orally (speaking).
Peneliti	:	Oh iya Miss, di kelas 11 Miss WK mengajar mata pelajaran bahasa Inggris wajib?	
WK	:	Saya mengajar bahasa Inggris di kelas 1 (XI1) kelas yang lain saya mengajar bahasa Inggris Tingkat Lanjut.	
Peneliti	:	Itu untuk perbedaan (mata pelajaran) bahasa inggris wajib dan tingkat lanjut apa nggih Miss?	
WK	:	Itu kan sebenarnya pilihan mbak, mungkin kalau jenengan ke sekolah lain mungkin tidak ada atau namanya berbeda. Untuk materi sama (dengan sekolah lain) tapi kan tidak bisa di sama ratakan. Maksud saya, pilihan MGMPS itu sendiri masih ada perbedaan (pemilihan materi) pada gurunya sedikit itu tidak masalah.	
Peneliti	:	Kalau untuk tujuannya Miss, dari (mata pelajaran) bahasa inggris wajib dan tingkat lanjut bagaimana Miss?	
WK	:	Instructional Purpouses ya maksudnya? Ngga ada sih ngga ada tujuan khususnya.	Implementation in English Subject : In teacher opinion, the <i>Tingkat Lanjut</i> English

		Subject have not special purposes
Peneliti	:	Ee, kalau Miss WK itu dalam manajemen kelas biasanya gimana Miss? Apa yang biasanya dilakukan?
WK	:	Sangat luas ya mbak. As long, ini kan kelas klasikal jadi nothing special sih mbak. Seperti yang biasanya dilakukan guru.
Peneliti	:	Ee.. Kalo seperti pengaturan kelas, seperti penataan ruang atau mengatur formasi tempat duduk gitu Miss?
WK	:	Paling grouping mbak, tapi kalo sampe se-ekstrim mengatur tempat duduk itu ngga pernah.
Peneliti	:	Em. Nggih Miss. Em mungkin ini sudah cukup Miss terimakasih Miss untuk waktunya.

## B. Interview February 15, 2023

Informant : Miss WK

After Conducting Observation Meeting 1

(12.15FEB.WK)

Initial	Transcript	Description
Peneliti	Terimakasih miss. Emm saya boleh tanya sedikit Miss?	
WK	Boleh mbak	
Peneliti	Ini tadi materinya Hortatory nggih miss?	
WK	Iya mbak	The topic is Hortatory Exposition Text
Peneliti	Emm.. ada kesulitan mboten miss mengajar materi tersebut menggunakan Kurikulum Merdaka?	
WK	Emm.. sejauh ini ngga sih mbak	
Peneliti	Emm nggih. Oh nggih miss, tadi untuk catatan diberikan kapan nggih miss?	
WK	Kemarin mbak, di awal.	The notes was given yesterday
Peneliti	Emm.. nggih miss. Terimakasih miss	

### C. Interview February 15, 2023

Informant : Miss. WK

After Conducting Observation Meeting 2

(I3.15FEB.WK)

Initial	Trascript	Descriptions
Peneliti	Miss, mohon izin untuk menanyakan beberapa pertanyaan.	
WK	Iya mbak, silahkan.	
Peneliti	Miss, untuk kelas XI2 ini tadi materinya Hortatory juga Miss?	
WK	Iya mbak, ini masih Hortatory Text.	The topic is Hortatori Exposition Text
Peneliti	Emm nggih Miss. Ini tadi pengambilan nilai untuk Formatif Assessment nggih Miss?	
WK	Iya, setiap soal, semua yang bisa saya ambil nilai selalu saya manfaatkan mbak.	Miss. WK using quiz and soon that can bring score become assessment
Peneliti	Kelas XI2 juga punya catatan seperti dikelas XI3 tadi miss?	
WK	Iya, materi saya berikan di awal semua mbak. Jadi gini, materi sudah saya berikan di awal, seperti yang ada di Modul Ajar saya itu. Setelah itu saya tinggal mengulang, memperdalam materinya. Bisa dari soal,	Miss. WK usualy use quiz/project to gain deeply the topic/material so students can more understand about the topic/material

	diskusi, em tanya jawab kaya tadi.	
Peneliti	Emm, berarti ini tadi juga biar siswa lebih tau tentang Hortatory text gitu nggih Miss?	
WK	Iya. Saya lebih seringnya banyak ngasih soal sih mbak. Untuk memperdalam juga biar siswa terbiasa sama soalnya.	
Peneliti	Emm, nggih Miss. Mungkin ini sudah cukup Miss. Terimakasih banyak Miss atas waktunya.	
WK	Iya mbak.	

#### D. Interview February 17, 2023

Informant : Miss. WK

After Conducting Observation Meeting 3

(14. 17FEB. WK)

Initial	Transcript	Descriptions
Peneliti	Izin menanyakan beberapa pertanyaan Miss.	
WK	Iya mbak	
Peneliti	Ini tadi materinya Hortatory nggih Miss?	
WK	Iya mbak	Thw topic is Hortatory Exposition Text

Peneliti	Tadi sepertinya mengenai struktur teks Miss. Apakah kemarin juga sudah diberikan materinya Miss?	
WK	Sudah, sama dengan materi kemarin	The material was given yesterday
Peneliti	Ohh nggih, Miss. Jadi ini juga digunakan buat formatif sama pembelajaran gitu Miss?	
WK	Iya pembelajaran, untuk memperdalam lagi mbak, pakai tugas.	The project used as learning and assessment
Peneliti	Ohh Nggih Miss. Emm, sudah Miss. Terimakasih banyak Miss.	
WK	Iya mbak	

### E. Interview February 17, 2023

Informant : Miss. WK

After Conducting Observation Meeting 4

(15.17FEB.WK)

Initial	Transcript	Description
Peneliti	Izin bertanya nggih Miss.	
WK	Iya mbak, silahkan	
Peneliti	Ini tadi materinya sama nggih Miss, mengenai struktur teks.	

WK	Iya mbak. Generic structure Hortatory.	The topic is Generic Structure of Hortatory Exposition Text
Peneliti	Nggih, Miss. Niku Mawon. Terimakasih Miss.	

### F. Interview March 6, 2023

Narasumer : Miss WK

WK is SMA Batik 1 Surakarta English Teacher who conduct TOT

(16.6MAR.WK)

Initial		Transcript	Description
Peneliti	:	Saya mulai nggih miss?	
WK	:	Ya mbak, silahkan.	
Peneliti	:	Emm.. Kan dalam Permendikbud No.16 tahun 2022 itukan menyebutkan kalau guru harus menjadi teladan, pendorong, dan motivator bagi peserta didik. Nah, menurut Miss WK, apakah sudah melakukan itu Miss?	
WK	:	Kan dalam mengajar ngga melulu ngasih materi, misalnya nanti disisipin kaya bagaimana <i>how to reach your future being</i> , Bagaimana kamu meraih cita-cita. Atau <i>Encourage</i> , Saya kan	Teacher : teacher said that in explaining the material, motivation is inserted, such as discussing ideals and encouraging students to learn English



		<p>ngga pernah memaksa siswa saya untuk <i>skill-full</i> dalam bahasa Inggris <i>but at least they understand</i>. Karena kan <i>right now that is a important way</i> gitu. Ya, <i>need English</i> buat <i>compete</i> gitu lo, kan di dunia sekarang mbak.</p>	
Peneliti	:	<p>Em, heem nggih Miss. Sebagai guru, sulit tidak Miss menjalankan tugas-tugas guru seperti membuat ATP, Modul Ajar, terus juga menjalankan peraturan-peraturan lain, itu sulit ngga Miss?</p>	
WK	:	<p><i>Depends</i> ya. Kaya misal nih, per guru punya format berbeda (dalam membuat dokumen ATP, Modul Ajar, dan yang lain) ya itu <i>pressure</i> juga ya. Cuman <i>as long as we do it</i> ya ngga sih. Kan ada IHT (IN House Training) setiap tahun jadi ya aman-aman aja.</p>	<p>Problem faced : the different formats for each teacher in preparing lesson planning documents is a pressure for the teacher.</p>
Peneliti	:	<p>Berarti IHT itu (diasakan) setiap awal tahun nggih Miss?</p>	
WK	:	<p>Heeh, iya, awal tahun.</p>	<p>The Implementation : IHT is held at the beginning of each year.</p>
Peneliti	:	<p>Ee.. Ini miss. Menurit Miss WK, saat mengajar siswa</p>	

		memberikan respond positif mboten Miss?	
WK	:	Eee... Ya.. Kita ngga bisa sih maksain <i>hundred percent but i can see, for about eighty or ninety five</i> lah ya.	Student : students mostly give positive respond to the teaching learning
Peneliti	:	Em, biasanya di kelas itu banyak yang aktif mboten Miss?	
WK	:	Ya aktif, aktif. Biasanya kan pasti ada yang aktif di <i>part-part</i> tertentu. Tapi ya biasanya itu itu aja (siswa yang sama). Ya itu, kan ngga semua suka, kalau yang suka bahasa Inggris ya pasti dia <i>motivated</i> untuk belajar.	Student : teacher said that students who active in learning are the same students. Which make students motivated in learning are their interest in those subjects.
Peneliti	:	Em heem. Ini Miss, kan materi itu yang memusyawarahkan MGMP, nah tapi kan guru masih bisa memilih lagi yang mau diajarkan. Itu materi yang Miss WK pilih apakah sudah disesuaikan dengan tujuan pembelajaran Miss?	
WK	:	Sudah, harusnya sudah ya.	Material : the material already adjusted to learning objective.
Peneliti	:	Untuk menentukan materi sendiri Miss, apakah ada kesulitan?	

WK	:	Nah ini <i>pressure</i> -nya guru bahasa Inggris ya. Kan di Kurikulum Merdeka kan memberi kita kaya kebebasan terbatas ya, bebas tapi tidak bebas banget. Kayak misalnya, <i>I love to learn narrative</i> terus ada nih yang masuk di CP, yaudah dimasukin gitu. Cuman ya harus <i>plan well</i> kaya ini kan di kelas 11 berarti ya harus materi yang belum di <i>take</i> di kelas 10 nah nanti kelas 12 nya apa gitu. Eee, pasti juga merujuk kok mbak, pasti merujuk ke materi kemaren yang ada di kurikulum kemarin.	Problem faced : making material by her self is pressure by teacher.  Material : teacher made material by topic she likes, but still giving attention to CP, plan well, and refer to the previous curriculum.
Peneliti	:	Nah kan Miss dalam mengajar kan banyak metode ya Miss, seperti ceramah, diskusi, games. Itu biasanya Miss WK pakai metode apa Miss?	
WK	:	Emm.. Ceramah, diskusi, game..Pakai Quizizz, Padled emm sama satu lagi..	Method : teacher use discourse, discussion, and game.  Media : teacher use Quizizz and Padled as game for learning media.
Peneliti	:	Kahoot nggih	
WK	:	Iya Kahoot, cuma Kahoot lebih ke seru-seruan aja ya. Soalnya saya belum bisa ngisi kuis mandiri di Kahoot.	Media : teacher use Kahoot as game for learning media.

Peneliti	:	Emmm.. untuk metodenya Miss WK sudah menyesuaikan dengan kondisi anak Miss?	
WK	:	Iya. Em jadi kelas XI1, XI2, sama XI3 itu sudah saya petakan mbak, terutama ya kelas XI1, karena saya wali kelasnya. Em jadi di tiga kelas itu saya differensiasi menurut kemampuan siswa-siswanya. Karena ya saya sudah faham dengan kondisi siswa-siswanya.	Method : teacher has adjusting the method given to students based on their condition. Teacher has plotting the class based on their ability, especially in XI1, XI2, and XI3.
Peneliti	:	Emm, berarti differensiasinya per kelas gitu nggih Miss? Jadi di XI1 pakai metode ini, terus XI2 pakai..	
WK	:	Metode lain? Iya per kelas.	Method : teacher using method differentiation in each class
Peneliti	:	Kesulitan dalam menentukan metode pembelajaran apa Miss? Enten Mboten?	
WK	:	Ada. Kan seminggu itu 5 Jam Pelajaran kan mbak, itu banyak lo. Jadi, ya susah buat ganti-gnati, biasanya saya oakai klasikal saja, kaya ceramah gitu.	Problem faced : teacher burdened with too many teaching learning meetings if she has to use different methods.
Peneliti	:	Kan di pembelajaran itu pasti pakai media Miss, nah itu Miss WK pakai media apa saja Miss?	
WK	:	Seringnya? Vidio sama Power Point.	Media : video and power point

Peneliti	:	Kan di dalam Permendikbud No. 16 tahun 2022 disebutkan kalau guru kan harus menciptakan suasana kelas yang inspiratif, em inovatif, menyenangkan, menantang, memotivasi, lalu memberikan ruang bagi siswa. Nah itu menurut Miss WK sudah seperti itu belum Miss?	
WK	:	Ya, <i>Sometimes</i> sih ya mbak. <i>Like</i> , kan nggak melulu selalu <i>explanation</i> ya mbak, itu pasti ada selingan-selingan, entah itu <i>a bit game, or yel, something like that</i> .	Teacher : teacher give intermezzo, such as a bit game and yel
Peneliti	:	Emm nggih Miss. Em, ini Miss, kalau boleh dijelaskan lagi misalnya membuat suasana yang inspiratif itu Miss WK biasanya ngapain Miss?	
WK	:	Emm ini sih, ya, tiba-tiba <i>out of the context, out of the materials</i> aja sih.	Teacher : teacher giving students inspiration with intermezzo in teaching learning process
Peneliti	:	Emm heem, kalau untuk memberikan ruang Miss?	
WK	:	Emm ruang? <i>What do you mean about ruang?</i>	
Peneliti	:	Jadi kaya, misal siswa bebas gitu Miss buat berekspresi buat emm	

		menonjolkan bakatnya gitu Miss.	
WK	:	Ohh, pernah sih itu di kelas XI 1. Saya kasih tugas, mereka bebas mengerjakannya mau di power point, buat vidio, gitu sih.	Teacher : teacher giving the students freedom to doing their task with their way, such as making power poin or video.
Peneliti	:	Kalau untuk yang menantang Miss, contohnya Miss WK menciptakan suasana yang menantang itu gimana Miss?	
WK	:	Emm <i>what do you mean abot</i> menantang? Kaya ngasih soal gitu?	
Peneliti	:	Nggih Miss semacam itu.	
WK	:	Ya, saya ngasih soal. <i>Sometimes saya kasih by learning. They must state maybe one word or one sentences in english, or stating their feeling in English</i> kaya gitu.	Teacher : teacher give task to make her students challenged. Sometimes the task given by learning, such as make words in English or state the students fee in English.
Peneliti	:	Miss WK kalau di kelas siswa harus pakai bahasa Inggris mboten Miss?	
WK	:	Reguler ngga, <i>but if they wanna ask me</i> itu harus oakai bahasa Inggris.	Teacher : teachers require her students to use English when asking to the teacher
Peneliti	:	Di assesmen Miss, itu kan ada assesmen formatif untuk observasi siswa, jadi kaya untuk melihat kesiapan siswa gitu Miss, itu biasanya Miss WK gimana Miss?	

WK	:	Di awal ya? ya itu biasanya pakek google form	Evaluation : formative assesment to observe the students usually use google form.
Peneliti	:	Oh iya Miss, kan saya lihat di Modil Ajar itu ada kegiatan membuat <i>Mind Mapping</i> , itu jadi di berikan mboten Miss?	
WK	:	Iya jadi, itu di kelas XI 1.	Evaluation : Mind Mapping project in teacher's Learning Modules given to XI 1
Peneliti	:	Kalau di kelas lainnya Miss?	
WK	:	Emm, ngga sih mbak. Jadi ini itu ya tadi hubungannya dengan media tadi, jadi saya melihat kelas mana yang <i>able</i> untuk diberikan tugas ini. Soalnya ini saya tugaskan membuatnya pakai canva.	Evaluation : Mind Mapping just given to XI 1  Method : teacher make different project to each class based on their ability and condition.
Peneliti	:	Emm nggih Miss. Emm mungkin ini sudah cukup Miss. Terimakasih Miss banyak Miss WK bersedia meluangkan waktunya.	
WK	:	Iya mbak, sama-sama.	

### APPENDIX 3

**INTERVIEW GUIDE BEFORE CONDUCTING OBSERVATION OF  
FREEDOM CURRICULUM IMPLEMENTATION BY ENGLISH  
TEACHER IN TEACHING LEARNING PROCESS IN XI GRADE OF  
SMA BATIK 1 SURAKARTA IN ACADEMIC YEARS OF 2022/2023.**

No.	Question	Description
1.	What learning objective to be used?	
2.	What materials will be delivered?	
3.	What method will be used?	
4.	What media to use?	
5.	Formative assessment to be used?	
6.	Will there be difficulties in the learning process today?	
7.	Will students experience difficulties in the learning process today or vice versa?	



**APPENDIX 4**

**OBSERVATION GUIDE OF FREEDOM CURRICULUM IMPLEMENTATION BY ENGLISH TEACHER IN TEACHING LEARNING PROCESS IN XI GRADE OF SMA BATIK 1 SURAKARTA IN ACADEMIC YEARS OF 2022/2023.**

No.	Aspect	Indicator	Checklist		Description
			Yes	No	
1.	Learning Planning	a. Teacher prepared Plot of Learning Objective and Teaching Modules.	✓		<p>Teacher has prepared a Plot of Learning Objectives and Learning Modules (Appendix 3).</p> <ul style="list-style-type: none"> <li>- The Learning Objective (TP) used by the teacher already refers to the Learning Outcomes (CP). Teachers design Learning Objectives at the beginning of the learning year.</li> <li>- Then, the Learning Modules made by the teacher are used from the beginning of giving the material until the material is finished being delivered. The components in the Learning Modules that are used by the teacher are complete as in the "<i>Pembelajaran dan</i></li> </ul>

				<p><i>Assesmen: pendidikan anak usia dini, pendidikan dasar dan menengah</i>” guide book. However, the Learning Modules made by the teacher only include one learning meeting which should contain learning activities for 8 hours of lessons.</p> <ul style="list-style-type: none"> <li>- All classes use the same Learning Modules.</li> </ul>
		b. Teacher prepared learning materials.	✓	<p>Teacher has prepared learning materials well. Teacher does not use the material differentiation method so that the material taught to students is the same. Teachers use a variety of sources in preparing material that will be given to students (Appendix 4).</p> <p>The material provided is the same in each class. Giving material is at the beginning of learning by conditioning students to take notes. The activity of giving the material is the same in every class</p>
		c. Teacher adapted the material to the learning objectives	✓	<p>In the Learning Modules, it can be seen that there are 3 learning objectives listed, they are to introduce Hortatory Exposition Text, recognize and identify the generic structure of Hortatory Exposition Text, and make Hortatory Exposition Text independently.</p>

				The selected material is a hortatory exposition text that is designed according to the Learning.
		d. Teacher adapted the material to the student's condition.	✓	At the beginning of learning teacher analyzes the readiness of students by giving trigger questions. These trigger questions can be in the form of questions that are used to see student readiness and can also be used as an initial description of the material you want to convey, so that it can be used as an opening to the topic. (Opening, All Obs1.2.3.4).
		e. Teacher determined and prepared the teaching media.	✓	Teacher uses simple media in every teaching learning process. Teachers usually use blackboard as a media for teaching and learning (Obs1.15feb.XI3, Obs4.17Feb.XI2). Apart from the blackboard, the teacher also uses LCD to help display the projects or assignments that will be given to students (Obs2.15feb.XI2, Obs3.17Feb.XI3). Teacher also uses the <i>Bahasa Inggris Tingjat Lanjut</i> book from the Ministry of Education and Culture in the form of softfiles (Obs2.15feb.XI2) and hardfiles as teaching media and assessment sources.

2.	Implementation	a. Open the class by greeting and giving an overview of learning.	✓		When opening the class teacher always greets and review the latest learning. Teacher giving a review of learning with questions and brief explanations (All Obs1.2.3.4).
		b. Invite students to actively interact.	✓		Teachers use questions to interact with students. When teaching learning process takes place, the average of student listens and gives their responses regarding the questions raised by teacher. However, there are still students who are lethargic and lack enthusiasm (Obs1.15feb.XI3).
		c. Building a teaching learning atmosphere in the regulation of the minister of education and culture no. 16 (2022).	✓		Teaching Learning Atmosphere according to Minister of Education and Culture Regulation No. 16 (2022): <ul style="list-style-type: none"> <li>- Interactive At the beginning of each lesson teacher reviews the material that has been given by asking questions to students (All Obs1.2.3.4)</li> <li>- Inspirational Teacher gives assessment in the form of texts that discuss environmental pollution with hope influacing students to be aware of the environment (Obs3.17Feb.XI3).</li> <li>- Fun</li> </ul>

					<p>The learning provided by teacher is simple so that students can still interact easily. The teacher also familiarizes students, such as asking news and joking (Obs1.2.3.4.).</p> <ul style="list-style-type: none"> <li>- Challenging The assessment given make students learn more from the material provided. Teacher also encourage student to use english (Obs3.17Feb.XI3, Obs4.17Feb.XI2).</li> <li>- Motivating students to be more active in the learning process. Teacher invites students to be more active by giving questions in each lesson (All Obs1.2.3.4.).</li> <li>- Provide sufficient space for students Teacher giving freedom to students in choosing texts to be analyzed (Obs4.17Feb.XI2). Teacher giving freedom to students to design mind maps from students' analysis of the text given by the teacher (Obs3.17Feb.XI3).</li> </ul>
		d. Act as a role model, motivator and facilitator for students.	✓		<p>Teachers act as:</p> <ul style="list-style-type: none"> <li>- Role models</li> </ul>

				<p>In each lesson the teacher uses bilingual (English and Bahasa). Teacher tries to interact with students using English. But if students have difficulties, Teacher will explain using Bahasa (All Obs1.2.3.4.).</p> <ul style="list-style-type: none"> <li>- Motivator Teacher carries out instruction that make students do something, such as opening and reading notes so students can learn (Obs1.17Feb.XI3). Teacher also encourages students to use English (All Obs1.2.3.4.).</li> <li>- Facilitator Teacher provides enough material and notes for learning. Teacher also be provider of information such as when students want to know and don't understand the material, information provided, and something outside the material (All Obs 1.2.3.4.).</li> </ul>
		e. Metod used.	✓	Teacher usually use traditional method, such as Leaturing Method and Discussion Method (Obs1.15feb.XI3).

		f. Media used.	✓		Teacher usually use whiteboard (Obs1.15feb.XI3, Obs4.17feb.XI2) and LCD (Obs2.15feb.XI2, Obs3.17Feb.XI3).
3.	Evaluation	a. The type of formative assessment used.	✓		Guru usually use verbal (Obs1.15feb.XI3) and written question as formative assessment (Obs2.15feb.XI2, Obs2.17Feb.XI3, Obs4.17Feb.XI2).
		b. The suitability of the formative assessment used.	✓		Teacher use assessment which is accordance with learning objectives to know students understanding about the materials (All Obs.1.2.3.4.)
		c. Time of Formative assessment implementation.	✓		Teacher does assessment while teaching learning process going on (Obs1.15feb.XI3) and the ending of learning (Obs2.15feb.XI2, Obs2.17Feb.XI3, Obs4.17Feb.XI2).

Note:	
Yes	: Yes / Always
No	: No / Never

## APPENDIX 5

### OBSERVATION TRANSCRIPT

#### A. Observasi 1. Tanggal 15 Februari 2023

Tempat : XI3  
Mata Pelajaran : Bahasa Inggris Tingkat Lanjut  
Lama Waktu : 45 Menit

(O1.15feb.XI3)

Kegiatan	Deskripsi	Pembahasan
<b>Pembukaan</b>	Guru membuka pelajaran dengan salam dan berdoa. Kemudian guru menjelaskan mengenai kegiatan pembelajaran yang akan dilakukan hari ini.	
<b>Kegiatan Pembelajaran</b>	Pelajaran hari ini selama 1JP (45 Menit). Kegiatan pembelajaran hari ini adalah meriview pembelajaran yang telah diberikan kemarin yaitu " <i>The Differentiation of Hortatory and Analitical Text</i> ". Berdasarkan wawancara yang dilakukan setelah pembelajaran dilakukan, guru telah memberikan seluruh materi dan catatan mengenai <i>Hortatory and Analitical text</i> di awal pembelajaran. Guru memberikan pertanyaan mengenai	Evaluasi : (assesmen formatif) dilakukan untuk pembelajaran. Pertanyaan secara lisan dengan topik " <i>The Differentiation of Hortatory and Analitical Text</i> "  Guru : memberikan fasilitas berupa catatan kepada siswa



	<p>perbedaan Hortatory dan Analytical Text pada beberapa siswa. Dalam pembelajarannya guru hanya menggunakan catatan dan papan tulis sebagai media pembelajaran. Pada pembelajaran hari ini guru menggunakan metode ceramah dan diskusi. Beberapa kali guru mengkondisikan kelas, seperti memerintahkan siswa untuk membuka catatan, memberi perintah untuk diam, Memisah tempat duduk siswa yang tidak kondusif, dan membangunkan siswa yang tertidur. Pada saat pembelajran, siswa tampak masih mengalami kesulitan dalam menjawab pertanyaan dari guru, namun pada akhir pembelajaran rata-rata siswa dapat memberikan kesimpulan mengenai materi yang telah dipelajari.</p>	<p>Media : buku catatan dan papan tulis.</p> <p>Metode : ceramah dan diskusi</p> <p>Manajemen Kelas : membuka catatan, memberi perintah untuk diam, memisah tempat duduk siswa yang tidak kondusif, dan membangunkan siswa yang tertidur.</p> <p>Siswa : aktif, mengalami sedikit kesulitan dalam menjawab soal.</p> <p>Problem : waktu yang relatif sibgkat membuat guru tidak dapat banyak melakukan aktivitas.</p>
<b>Penutup</b>	<p>Guru menutup pelajaran dengan memberikan kesimpulan dan salam.</p>	

### A. Observasi 2. February 15, 2023

Tempat : XI2  
Mata Pelajaran : Bahasa Inggris Tingkat Lanjut  
Lama Waktu : 45 Menit

(O2.15feb.XI2)

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Pembahasan</b>
<b>Pembukaan</b>	Guru membuka pelajaran dengan salam dan berdoa. Kemudian guru menjelaskan mengenai kegiatan pembelajaran yang akan dilakukan hari ini dan memberikan review mengenai pembelajaran yang telah diberikan kemarin.	
<b>Kegiatan Pembelajaran</b>	Pelajaran hari ini selama 1JP (45 Menit). Kegiatan pembelajaran hari ini adalah pengambilan nilai. Pertama guru menyiapkan media untuk mengajar, yaitu laptop dan LCD untuk menampilkan soal. Soal yang diberikan berasal dari buku paket Bahasa Inggris Tingkat Lanjut. Kemudian guru memerintahkan siswa untuk mencari pasangan. Sebelum mengerjakan, guru memerintahkan dua siswa untuk mempraktekkan contoh percakapan yang akan menjadi rujukan dari soal.	Perencanaan : tidak tercantum dalam modul ajar Evaluasi : ulangan tertulis dengan tema “Giving suggestions” Sumber soal dari buku paket pelajaran Bahasa Inggris Tingkat Lanjut. Siswa mengerjakan secara berpasangan (kelompok) Media : Buku Paket

	<p>Pengambilan nilai dilakukan dengan menjawab soal yang ditampilkan di LCD menggunakan selembar kertas. Pengerjaan soal dilakukan berkelompok, sehingga satu kelompok hanya mengumpulkan satu tugas. Waktu pengerjaan sampai jam pelajaran selesai. Siswa masih tampak kesulitan dalam mengerjakan soal, terutama untuk mengidentifikasi kalimat saran dan menerjemahkan soal. Selama pembelajaran berlangsung guru tampak berkeliling untuk melihat pekerjaan satu per-satu dari siswanya. Namun, tidak semua siswa dapat di datangi oleh guru karena keterbatasan waktu.</p>	<p>Menejemen Kelas : guru memeriksa progress pekerjaan siswa satu-persatu.</p> <p>Problem : guru hanya memiliki waktu 45 menit untuk mengajar, sehingga tidak banyak aktivitas yang bisa dilakukan oleh guru.</p> <p>Siswa : masih kesulitan dalam menerjemahkan soal dan mengidentifikasi kalimat saran.</p>
<p><b>Penutup</b></p>	<p>Guru menutup pelajaran dengan mengumpulkan tugas dan memberikan salam.</p>	

### B. Observasi 3. February 17, 2023

Tempat : XI3  
Mata Pelajaran : Bahasa Inggris Tingkat Lanjut  
Lama Waktu : 90 Menit

(O3.17feb.XI3)

Kegiatan	Deskripsi	Pembahasan
<b>Pembukaan</b>	Guru membuka pelajaran dengan salam dan berdoa. Kemudian guru menjelaskan mengenai kegiatan pembelajaran yang akan dilakukan hari ini.	
<b>Kegiatan Pembelajaran</b>	Pelajaran hari ini selama 2JP (2x45 Menit). Kegiatan pembelajaran hari ini adalah pengambilan nilai dengan kuis. Materi yang digunakan masih sama yaitu " <i>The Differentiation of Hortatory and Analytical Text</i> ". Dalam pembelajarannya guru menggunakan Laptop dan LCD untuk menampilkan soal. Guru telah mempersiapkan soal sebelum pembelajaran dimulai. Soal di berikan untuk memperdalam lagi mengenai perbedaan hortatory dan analytical text. Guru menyiapkan dua bacaan untuk dianalisis. Kemudian, guru membagi tugas	Evaluasi : kuis, menganalisis bacaan dengan tema " <i>The Differentiation of Hortatory and Analytical Text</i> " 2 macam bacaan Media : Buku Paket Manajemen Kelas : Memerintahkan untuk diam dan memeriksa progress dari pekerjaan siswa.

	dengan menunjuk nama siswa. Pengerjaan soal dilakukan sampai jam pelajaran habis, kurang lebih 60 menit. Selama pembelajaran berlangsung, beberapa kali guru mengkondisikan kelas, memberi perintah untuk diam, dan memastikan siswa mengerjakan tugasnya dengan baik. Selama pengerjaan soal siswa tampak dapat mengerjakan soal dengan cukup baik.	Siswa : dapat mengerjakan dengan cukup baik.
<b>Penutup</b>	Guru menutup pelajaran dengan mengumpulkan hasil jawaban siswa dan salam.	

### C. Observasi 4. February 17, 2023

Tempat : XI2

Mata Pelajaran : Bahasa Inggris Tingkat Lanjut

Lama Waktu : 90 Menit

(O4.17feb.XI2)

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Pembahasan</b>
<b>Pembukaan</b>	Guru membuka pelajaran dengan salam dan berdoa. Kemudian guru menjelaskan mengenai kegiatan pembelajaran yang akan dilakukan hari ini.	

<p><b>Kegiatan Pembelajaran</b></p>	<p>Pelajaran hari ini selama 2JP (2x45 Menit). Kegiatan pembelajaran hari ini adalah pengambilan nilai. Dalam pembelajarannya guru menggunakan papan tulis untuk menuliskan soal. Guru telah mempersiapkan soal sebelum dimulai. Guru memerintahkan siswa untuk mencari teks hortatori atau analitikal yang kemudian siswa akan mengidentifikasi struktur dari teks yang dipilih. Soal di berikan untuk mengetahui sejauh mana siswa mengenai struktur dari hortatory dan analitical text. Pengerjaan soal dilakukan sampai jam pelajaran habis, kurang lebih 45 menit. Selama pembelajaran berlangsung, beberapa kali guru mengkondisikan kelas, memberi perintah untuk diam, dan memastikan siswa mengerjakan tugasnya dengan baik. Selama pengerjaan soal siswa tampak dapat mengerjakan soal dengan cukup baik.</p>	<p>Evaluasi : mencari teks hortatory dan mengidentifikasi strukturnya.</p> <p>Media : -</p> <p>Manajemen Kelas : memerintahkan untuk diam dan memeriksa progres dari pekerjaan siswa.</p>
<p><b>Penutup</b></p>	<p>Guru menutup pelajaran dengan mengumpulkan hasil jawaban siswa dan salam.</p>	

## APPENDIX 6

### CERTIFICATE OF HAVING CARRIED OUT RESEARCH AT SMA BATIK 1 SURAKARTA

	<b>YAYASAN PENDIDIKAN BATIK SURAKARTA</b> <b>SMA BATIK 1 SURAKARTA</b> Terakreditasi " A " Jl. Slamet Riyadi 445 Surakarta 57146 Telp.(0271) 710785, 723665 Fax.(0271) 723742 Website : www.smubatik1-slo.sch.id E-Mail : smaba1_solo@yahoo.com	
--	---	--

**SURAT KETERANGAN**  
Nomor : 0442/SMA/OBS./L.03/2023

Yang bertanda tangan di bawah ini Kepala SMA Batik 1 Surakarta :

Nama : SUTANA, S.Pd., M.Pd.  
NIP. : 19741226 200701 1 013  
Pangkat / Golongan : Pembina – IV/a  
Jabatan : Kepala Sekolah

dengan ini menerangkan bahwa :

No.	Nama	NIM	Prodi	Ket.
1	Salsabilla Rachma Santoso	196121069	Pendidikan Bahasa Inggris	

adalah mahasiswa Universitas Islam Negeri Raden Mas Said Surakarta.

Yang bersangkutan telah melaksanakan penelitian di SMA Batik 1 Surakarta pada tanggal 14 Januari s.d 6 Maret 2023 dalam rangka penyusunan skripsi, dengan judul : "THE IMPLEMENTATION OF FREEDOM CURRICULUM TO TEACH TINGKAT LANJUT ENGLISH SUBJECT AT XI GRADE OF SMA BATIK 1 SURAKARTA IN ACADEMIC YEARS OF 2022/2023".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Surakarta, 7 Maret 2023  
Kepala Sekolah,  
  
**SUTANA, S.Pd., M.Pd.**  
NIP. 19741226 200701 1 013

Surat Keterangan Observasi UIN RM Said Surakarta (Salsabilla RS)

## APPENDIX 7

**DOCUMENTATION STUDY GUIDE OF FREEDOM CURRICULUM  
IMPLEMENTATION IN TEACHING LEARNING PROCESS BY  
ENGLISH TEACHER IN XI GRADE OF SMA BATIK 1 SURAKARTA IN  
ACADEMIC YEARS OF 2022/2023**

<b>Document</b>	<b>Checklist</b>
Plot of Learning Objectives (ATP) <i>Tingkat Lanjut</i> English Subject	✓
Learning Module <i>Tingkat Lanjut</i> English Subject	✓
List of English Teachers in SMA Batik 1 Surakarta	✓
Student's attendancelist of XI grade of SMA Batik 1 Surakarta	✓



## APPENDIX 8

### TEACHERS PLOT OF LEARNING OBJECTIVES (ATP)

#### Alur Tujuan Pembelajaran

#### Implementasi Kurikulum Merdeka

Nama Sekolah : SMA Batik 1 Surakarta  
Mata Pelajaran : Bahasa Inggris Tingkat Lanjut  
Fase/ Kelas : F/ XI  
Guru Mata Pelajaran : Witria Kusuma Dewi, S.Pd., M.Si.

Capaian Pembelajaran (CP)	Tujuan Pembelajaran (TP)	Elemen	Domain	Alokasi Waktu	Asesmen	Sumber Belajar	Kosakata
Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai	Peserta didik dapat memulai, memertahankan, dan menyimpulkan percakapan terkait	Menyimak <b>(Listening)</b>	<i>Private Letter</i>  <i>Conversation</i>	6 JP	Diagnostik Kognitif	Buku Siswa Bahasa Inggris Tingkat	<i>Private Letter</i>

dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini.	topik kehidupan sosial remaja dan lingkungannya.	Berbicara <i>(Speaking)</i>				Lanjut (Pemerintah)  <i>Multidigital Learning Source</i>	<i>Conversation</i>
	Peserta didik dapat menyampaikan opini, memertahankan pendapat, dan membuat perbandingan.		<i>Agreement</i> <i>Disagreement</i> <i>Comparison</i>	6 JP	Formatif dan Sumatif	Buku Siswa Bahasa Inggris Tingkat Lanjut (Pemerintah)  <i>Multidigital Learning Source</i>	<i>Opinion</i>  <i>Comparison</i>
Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka	Peserta didik dapat memahami tujuan, struktur generic, language function, dan new vocabulary	Membaca - Memirsa	<i>Explanation Text</i>	6 JP	Diagnostik Kognitif	Buku Siswa Bahasa Inggris Tingkat Lanjut (Pemerintah)	<i>Explanataion Text</i>

<p>membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>	<p>dalam teks eksplanasi.</p>					<p><i>Multidigital Learning Source</i></p>	
<p>Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan</p>	<p>Peserta didik dapat memahami tujuan, struktur generic, <i>language function</i>, dan <i>new</i></p>	<p>Membaca - <i>Memirsa</i></p>		<p>4 JP</p>	<p>Diagnostik Kognitif</p>	<p>Buku Siswa Bahasa Inggris Tingkat</p>	<p><i>Biography text</i></p>

<p>diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>	<p><i>vocabulary</i> dalam teks biografi.</p>					<p>Lanjut (Pemerintah)</p> <p><i>Multidigital Learning Source</i></p>	
<p>Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta</p>	<p>Peserta didik dapat mengembangkan sebuah karya baru dari karya yang sudah ada dan</p>	<p>Menulis – Mempresentasikan</p>	<p><i>Novel</i></p>	<p>6 JP</p>	<p>Diagnostik Kognitif</p>	<p>Buku Siswa Bahasa Inggris Tingkat</p>	<p><i>Story</i></p> <p><i>Novel</i></p>

<p>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, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan</p>	<p>diceritakan kembali.</p>				<p>Formatif</p> <p>Sumatif</p>	<p>Lanjut (Pemerintah)</p> <p><i>Multidigital Learning Source</i></p>	
---	-----------------------------	--	--	--	--------------------------------	---	--

dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.							
---	--	--	--	--	--	--	--

Surakarta, 2 Juli 2022

Mengetahui,

Kepala Sekolah SMA Batik 1 Surakarta

Waka Bidang Kurikulum

Guru Bahasa Inggris

Sutana, S.Pd., M.Pd.

Moh. Setio Nugroho, S.Pd., M.Pd.

Witria Kusuma Dewi, S.Pd., M.Pd.

NIP. 19741226 200701 1 013

NIP. 19740130 200701 1 006

## APPENDIX 9

### LEARNING MODULE

#### Modul Ajar

1. Identitas Modul Ajar	
<b>Nama Penulis</b>	: Witria Kusuma Dewi
<b>Instansi</b>	: SMA Batik 1 Surakarta
<b>Fase/Kelas</b>	: F/ XI
<b>Elemen</b>	: Elemen Menulis – Mempresentasikan
<b>Materi</b>	: <i>Hortatory Exposition</i>
<b>Semester</b>	: Genap
<b>Tahun Pelajaran</b>	: 2022/2023
<b>Alokasi Waktu</b>	: 8X45 menit
<b>Moda Pembelajaran</b>	: Tatap Muka
2. Profil Pelajar Pancasila	
a. Beriman, bertaqw kepada Tuhan Yang Maha Esa dan berakhlak mulia. Berperilaku sesuai ajaran agama/keyakinan yang dianutnya	

<p>a.</p> <p>b. Bergotongroyong Dapat bekerjasama dalam kelompok dalam memecahkan masalah.</p> <p>c. Kreatif Mampu menciptakan teks dengan gagasan sendiri.</p>		
<b>3.Saran dan Prasarana</b>		
A.	Fasilitas	<p>1)Alat</p> <ul style="list-style-type: none"> <li>➤ Komputer atau Laptop</li> <li>➤ LCD Proyektor</li> <li>➤ Papan Tulis</li> </ul> <p>2)Bahan</p> <ul style="list-style-type: none"> <li>➤ Kementerian, Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia. 2021. Buku Kurikulum Merdeka_Buku Panduan Guru Bahasa Inggris Tingkat Lanjut untuk SMA Kelas XI Jakarta: Indonesia.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ [Video dari Youtube]</li> </ul> <p><a href="https://www.youtube.com/watch?v=CWsrw9WbhiM">https://www.youtube.com/watch?v=CWsrw9WbhiM</a></p>
B.	Target Peserta Didik	Kategori Peserta Didik: Siswa reguler/ tipikal
		Jumlah Peserta Didik: 30 siswa/ kelas
<b>4. Komponen Inti</b>		



A.		Capaian Pembelajaran	<p>Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, 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, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utam dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide-ide dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsadan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>
B.		Tujuan Pembelajaran	<ul style="list-style-type: none"> <li>• Peserta didik membaca teks <i>shortatory exposition</i> dengan cermat. (C2)</li> <li>• Setelah mempelajari materi, peserta didik mengidentifikasi <i>generic structure</i> dari teks <i>shortatory exposition</i> dengan benar. (C5)</li> <li>• Setelah mempelajari materi, peserta didik menyusun teks <i>shortatory exposition</i> dengan tepat. (C6)</li> </ul>
C.		Materi	<i>Hortatory Exposition</i>

D.		Alur Tujuan Pembelajaran	<ul style="list-style-type: none"> <li>• Membaca <i>tekshortatoryexposition</i>. (C2)</li> <li>• Memahami <i>languagefeature</i> <i>tekshortatoryexposition</i>. (C3)</li> <li>• Mengidentifikasi <i>genericstructure</i> <i>tekshortatoryexposition</i>. (C5)</li> <li>• Menyusun <i>tekshortatoryexposition</i>. (C6)</li> </ul>
E.	Pertanyaan Pemantik	<ol style="list-style-type: none"> <li>1. Do you know that we have for about 64 billion tons of garbage per year?</li> <li>2. People have certain effort to manage the trash. What is the example of product from trashes that you know?</li> </ol>	
<b>5. Kegiatan Pembelajaran</b>			
<b>Langkah-langkah Pembelajaran</b>		<b>Unsur Inovatif</b>	<b>Alokasi Waktu</b>
<p><b>a. Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Guru member salam kepada peserta didik.</li> <li>2. Guru mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar (<b>berdoa</b>, presensi kehadiran, agenda kegiatan, menyiapkan media dan alat serta buku yang diperlukan).</li> <li>3. Guru memotivasi siswa dengan memberikan foto <i>Angelina Jolie</i> dan menceritakan kisah yang bisa dijadikan pembelajaran.</li> </ol>		<p><i>Profil Pelajar Pancasila</i> : Beriman bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia</p> <p>Berkebhinekaan Global</p>	10 menit

<p><b>b.KegiatanInti</b></p> <p>1. Gurumemperlihatkanfotosampahyangmenggung. 2. Gurumemberikanpertanyaanpemantikterkait videoyangdiperlihatkan.</p>	<p><i>Profil Pelajar</i> <i>Pancasila: BerpikirKritisPembelajaranTPAC</i> <i>K</i></p>	<p>70menit</p>
<p>3.Pesertadidiksecaraindividumemberikanresponterkait fototersebut.</p>		
<p>4. Pesertadidikmelihatvideoyangdiputarkanguru. 5. Gurumenjelaskanmateridenganceramahinteraktifkepadapesertadidik.</p>	<p><i>Profil Pelajar</i> <i>Pancasila: BernalarKritis</i> <i>GotongRoyong</i></p>	
<p>6.Pesertadidikdibagimenjadi10 kelompoksesuaiurutan presensi.</p>		
<p><b>OrientasiMasalah</b></p> <p>7.Pesertadidikmengamatitekshortatoribergambartentang <i>TrashManagement.</i></p>	<p><i>Mandiri</i></p>	

<p><b>Mengorganisasi Siswa</b></p> <p>8. Guru mengarahkan peserta didik untuk menggunakan 1 (gadget) per kelompok.</p> <p>9. Guru mengarahkan peserta didik untuk mencermati teks.</p> <p><b>Membimbing Penyelidikan Masalah dalam Kelompok</b></p> <p>10. Guru mengarahkan peserta didik untuk membuka aplikasi canva.</p> <p>11. Guru mengarahkan peserta didik untuk mengisi <i>mind mapping</i> tersedia terkait teks yang diberikan.</p> <p><b>Mengembangkan dan Menampilkan Hasil Karya</b></p> <p>12. Peserta didik mengasosiasikan <i>mind mapping</i> yang telah dibuat menjadi sebuah teks baru dengan bahasanya sendiri.</p> <p><b>Menganalisis dan Mengevaluasi Proses Pemecahan Masalah</b></p> <p>13. Peserta didik mengumpulkan <i>mind mapping canva</i> kepada guru</p> <p>14. Guru dan kelompok lain memberikan <i>feedback</i>.</p>	<p><b>Profil Pelajar Pancasila:</b> <i>Gotong Royong</i></p>	
<p><b>c. Penutup</b></p>	<p><b>Pembelajaran TPAC</b></p>	<p>10 menit</p>
<p>1. Guru dan peserta didik memberikan refleksi dengan media 'give me one letter'</p>	<p><b>Profil Pelajar Pancasila:</b></p>	
<p>2. Guru mengakhiri pembelajaran dengan berdoa.</p>	<p>Beriman bertaqwa kepada Tuhan Yang Maha Esa</p>	
	<p>dan berakhlak mulia.</p>	

**4. Asesmen**

**a. Asesmen Sumatif (LKPD)**

**b. Asesmen Formatif**

Surakarta, 23 September 2022

Mengetahui,  
Kepala Sekolah  
TL

Guru Mata Pelajaran Bahasa Inggris

Sutana, S.Pd., M.Pd.

Witria Kusuma Dewi, S.Pd., M.Pd. NIP.197412262007011013

## Bahan Ajar

### *Hortatory Exposition Text*

*Hortatory Exposition* merupakan jenis teks maupun materi lisan persuasif, kerap digunakan untuk menjelaskan apakah sesuatu tidak boleh untuk dilakukan. Jenis teks ini mirip dengan *Analytical Exposition* yang juga sering digunakan sehingga dapat dengan mudah ditemukan dalam berbagai jurnal, majalah, buku-buku ilmiah, pidato akademis, dan lain sebagainya.

#### 1. Capaian Pembelajaran

Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, 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, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

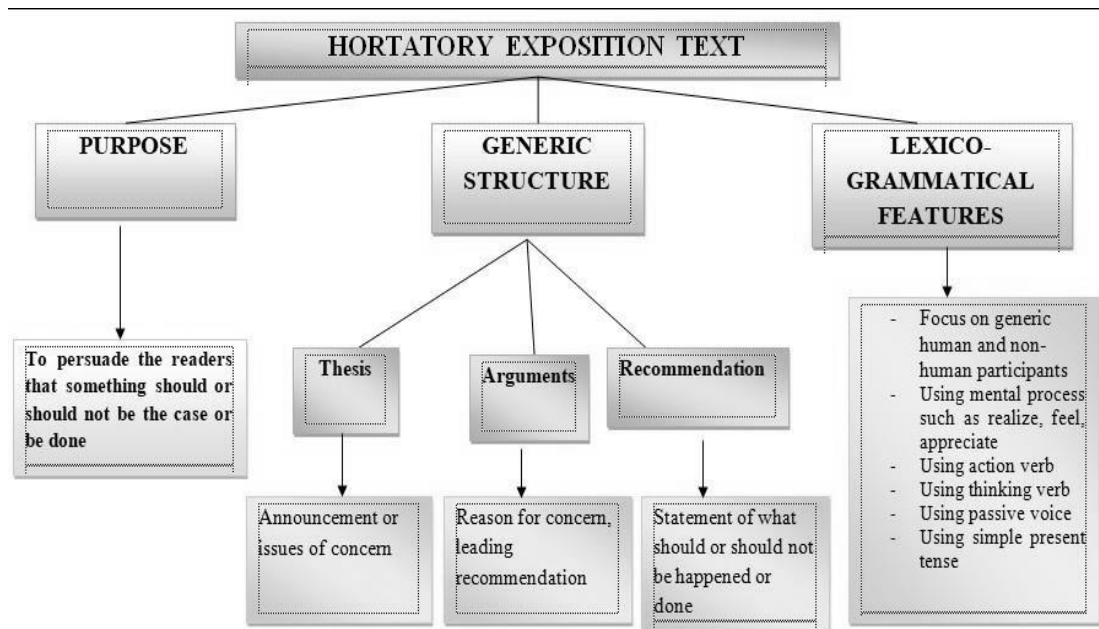
#### 2. Tujuan Pembelajaran

- Peserta didik membaca teks *hortatory exposition*. (C2)
- Setelah mempelajari materi, peserta didik mengidentifikasi *generic structure* dan *text hortatory exposition*. (C5)

#### 2. Alur Tujuan Pembelajaran

- Membaca teks *hortatory exposition*. (C2)
- Memahami *language feature* teks *hortatory exposition*. (C3)
- Mengidentifikasi *generic structure* teks *hortatory exposition*. (C5)
- Menyusun teks *hortatory exposition*. (C6)

## A. PetaKonsep



## A. PetunjukBelajar

Bahan ajar ini dimulai dari, pendahuluan mengenai garis besar materi hortatori teks. Materi bahan ajar sudah sesuai dengan capaian pembelajaran dan tujuan pembelajaran dari materi yang disampaikan. Setelah memahami tujuan pembelajaran, peserta didik dapat melihat bagan atau peta konsep yang tersedia. Peta konsep dapat mempermudah peserta didik untuk mengetahui alur pembelajaran dari materi hortatori. Penyajian materi dalam bahan ajar ini disampaikan dengan lugas dan to the point agar peserta didik mampu untuk memahami dengan mudah. Dilengkapi dengan ulasan pada akhir bab, bahan ajar diharapkan dapat memudahkan peserta didik untuk belajar dengan alur yang telah dibuat.

## B. Penyajian Materi

### Definition of Hortatory Exposition Text

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

### Generic Structure of Hortatory Exposition Text

→ Thesis : Thesis is the announcement of issue concern.

→ Arguments : Argument is reason for concern, leading to recommendation

→ Recommendation: Recommendation is statement of what ought to happen.

#### ✚ Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that something should not be the case.

#### ✚ The Characteristics/Language Feature of Hortatory Exposition Text

→ Focusing on the writer

→ Using abstract noun; policy, advantage, etc

→ Using action verb

→ Using thinking verb

→ Using modal adverb; certainly, surely, etc

→ Using temporal connective; firstly, secondly, etc

→ Using evaluative words; important, valuable, trustworthy, etc

→ Using passive voice

→ Using simple present tense

Example:



### Tourism Benefit on Local People



What is the benefit of tourism for local people? Well, Tourism is now a huge contributor to the economies of most countries.

Tourism industries can bring money, job vacancy and advancement especially to developing regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits local people. Tourism industries will not give much benefit for local people if, for example, multinational hotel chains don't care about the surrounding nature when they build new hotels.

**Thesis:**

**Arguments:**

This can cause many social, cultural and geographical problems. Some local people may get job and money from that International hotel chain. However in



case of missing  
that opportunity, some of them still have their own environment.

**Recommendation:**

**C. Rangkuman**



**Teks Hortatory Exposition**

1. **Thesis:** Suatu pandangan bisa benar atau salah dari penulis teks untuk diuji melalui bukti dan argumentasi.
2. **Arguments:** Berupa data ilmiah, alasan logika, gambar, dan grafik sebagai media untuk menentukan apakah thesis benar atau salah
3. **Recommendation:** Aksi atau tindakan yang disarankan untuk dilakukan atau sebaliknya jangan dilakukan

Latihan Soal



**FUEL PRICE HIKES**  
New prices will kick in on 1 March 2022 at midnight.

<b>PETROL</b>	↑ By R1.46 a litre
<b>DIESEL</b>	↑ Between R1.44 and R1.48 a litre
<b>PARAFFIN</b>	↑ By R1.21 a litre

W N

### **Fuel Price**

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price like last year. Obviously they cut their spending.

As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish. Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies will have to trim the number of employees because they are incapable of managing, buying or selling price, standard wages and personal affairs.

Finally, governments should not raise fuel price to overcome economic problem but the solutions should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

1. The title of the text is...
  - A. The price of the secondary commodities
  - B. The effect of increasing fuel price
  - C. Condition of low income family
  - D. The increasing of fuel price
  - E. The economic problem
2. "Many companies will have to trim the number of employees." (Paragraph 2). The word "trim" means ....
  - A. fire
  - B. cut
  - C. add
  - D. reduce
  - E. border
3. What is the main idea of the last paragraph?
  - A. The government should enhance productivity to solve the economic problem.
  - B. The government should raise fuel price to solve the problem.
  - C. The government should consider condition of low family income.
  - D. The government should reduce the number of employees.
  - E. The government should decrease the standard of wages.

### **G. Daftar Pustaka**

→ <http://britishcourse.com/hortatory-exposition-text-definition-purposes-generic-structures-language-features.php>

→ <https://englishadmin.com/2020/03/63-contoh-soal-hortatory-exposition-dan-jawabannya.html>

→ [https://www.google.com/search?q=peta+konsep+hortatory+exposition&sxsrf=ALiCzsbMr3B6kEnHidt904z57JMXajs30Q:1664186576610&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiGivSNmrL6AhU34nMBHT\\_qDcwQ\\_AUoAXoECAEQAw&biw=1366&bih=600&dpr=1#imgrc=X0QtnGPhiheeLM](https://www.google.com/search?q=peta+konsep+hortatory+exposition&sxsrf=ALiCzsbMr3B6kEnHidt904z57JMXajs30Q:1664186576610&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiGivSNmrL6AhU34nMBHT_qDcwQ_AUoAXoECAEQAw&biw=1366&bih=600&dpr=1#imgrc=X0QtnGPhiheeLM)

## Media Pembelajaran

### Pengembangan Media Pembelajaran

1. **Jenjang/Kelas** : XI
2. **Mata Pelajaran** : Bahasa Inggris Tingkat Lanjut
3. **Materi** : *Hortatory Exposition Text*
4. **Capaian Pembelajaran** : Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, 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 tandabaca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan naita dan membedakan ide antardalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
5. **Tujuan Pembelajaran**
  - Peserta didik membaca teks *hortatory exposition* dengan cermat. (C2)
  - Setelah mempelajari materi, peserta didik mengidentifikasi *generic structure* dan *text shortatory exposition* dengan benar. (C5)
  - Setelah mempelajari materi, peserta didik menyusun *text shortatory exposition* dengan tepat. (C6)
6. **Nama Media** : Teks Bergambar ; Canva
7. **Bentuk Media** : Gambar dan Teks ; Aplikasi

## 8. Caramenggunakan

- a. Siswamembacateksbergambar;
- b. Siswa membuatmind mappingpadaaplikasianva.

MediaPembelajaran(TeksBergambar)

### **TRASHMANAGEMENT**



When you see the picture above and you feel not enjoy to live in the earth, you have a goodsense to care with the future world. Trashes is a major problem of most country in the worldincluding Indonesia. One of the biggest producer of trashes in the worldof any trashes.Plastic trashes, liquid trashes, organic waste, hazzardouz waste, liquid waste, and what more?Itcanbefoundinthis country.



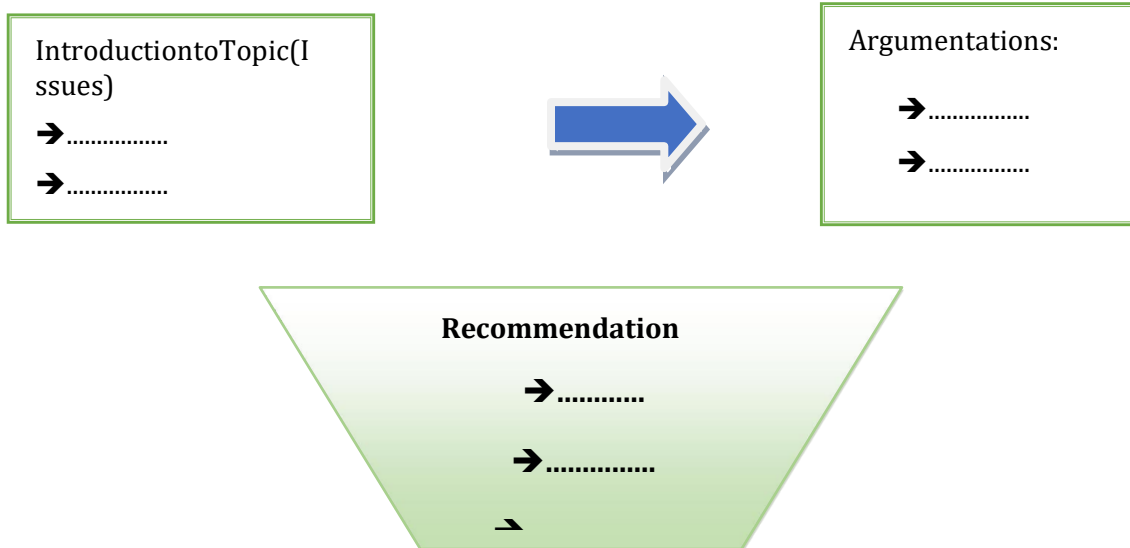
Trash management now is popular dueto the condition of the earth is gettingworse.Globalwarming,climatechanging,glacier,greenhouseeffect,they are the long term effect due to thetrashes problem when human can fix itwell.

Trash management is as a little action from the smallest unit of

community that can be actualized by anybody. Fortunately, with environmental issues becoming an increasing concern across the globe, many people are already motivated to do the right thing for the planet. A *Futerra* survey found that 96 percent of people feel that their own actions, whether donating, recycling, or buying ethically, can make a positive difference.

Given this information, businesses and individuals have an excellent opportunity to prioritize recycling education to improve recycling rates and overall sustainability practices. To get started, begin your recycling education below by familiarizing yourself with your small action.

### Mind Mapping Outline



→ LKPD

### Lembar Kerja Peserta Didik (LKPD)

**Satuan Pendidikan** : SMABatik1Surakarta

**Mata Pelajaran** : Bahasa Inggris Tingkat

**Lanjut Kelas/Semester** : XI/2

**Tahun Pelajaran** : 2022/2023

**Materi Pokok** : *Hortatory Exposition*

Tujuan Pembelajaran :

- Peserta didik membaca teks *hortatory exposition* dengan cermat. (C2)
- Setelah mempelajari materi, peserta didik mengidentifikasi *generic structure* dari teks *hortatory exposition* dengan benar. (C5)
- Setelah mempelajari materi, peserta didik menyusun *tekhortatory exposition* dengan tepat. (C6)

Petunjuk :

Dari mind mapping yang sudah dirancang, buatlah paragraf baru dengan komposisi;

1. Terdiri dari 8 sampai 15 paragraf
2. Berjudul sama dengan teks yang diberikan yaitu *Trash Management*
3. Gunakan kata atau kalimat dari pengetahuan sendiri.

### **Trash Management**

→ Kisi-kisi, rubrik dan instrumen penilaian

#### **A. Kisi Kisi**

1. Satuan Pendidikan : SMA Batik 1 Surakarta
2. Jumlah soal : 1
3. Mata pelajaran : Bahasa Inggris Tingkat Lanjut
4. Bentuk soal/tes : Essay
5. Penyusun : Witria Kusuma Dewi
6. Alokasi waktu : 20 menit
7. Kisi-Kisi Penulisan Soal

No.	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Materi	Indikator Soal	Level	Bentuk Soal	Nomor Soal
1.	Setelah mempelajari materi, peserta didik menyusun teks <i>hortatory exposition</i> . (C6)	Menyusun teks <i>hortatory exposition</i> . (C6)	Teks <i>Hortatory Exposition</i>	Peserta didik menyusun teks <i>hortatory exposition</i> . (C6)	L3	Essay	1

## B. Skoring

### Rubrik Penilaian Menulis Teks Hortatori

Aspect	Indicator	Score
<b>Introduction (thesis)</b>	<b>Students are able to write introduction of a chosen topic. They build the reader's knowledge about some phenomenon. They write with pay attention the conjunction, simple present tense, punctuation, and focus on the topic.</b>	<b>25</b>
<b>Argumentation</b>	<b>Students are able to write argumentation related to the introduction paragraph. They make a proven argumentation. They also able to develop the reader's intention to agree with the arguments with good idea arrangements, focus on the structure and good grammar.</b>	<b>50</b>

<b>Recommendation</b>	<b>Students are able to give relevant recommendations related to the topic discussing.</b>	<b>25</b>
-----------------------	--	-----------

## C. Instrumen Penilaian

### 1. Instrumen Penilaian Sikap

<b>Nama</b>	<b>Mandiri</b>	<b>Gotong Royong</b>	<b>Nilai</b>
.....			
.....			
.....			

### 2. Instrumen Penilaian Kognitif

<b>No</b>	<b>Nama</b>	<b>Aspect</b>		
		<b>Introduction</b>	<b>Argumentation</b>	<b>Recommendation</b>



**APPENDIX 10**

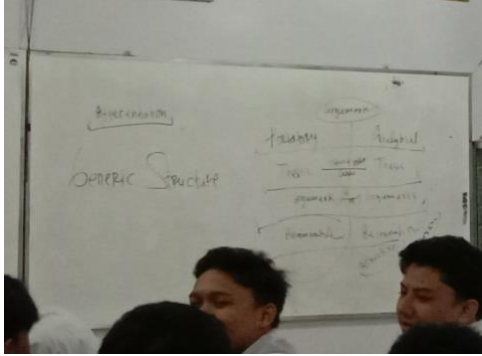
No.	Mata Pelajaran	Nama Guru		Jumlah Jam Pelajaran					Keterangan
				2	2	2	2	66	
<b>4,1</b>	<b>Bahasa Inggris</b>	<b>WAJIB</b>		<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>66</b>	<b>Total 66</b>
		Tu	Drs. TTP Puspitoro	-	2*	2	2	24	*XI 10 – 11
		Sf	Sinwan Fajar Nahari, S.Pd.	2*	2**	-	-	34	*X 11 – 12, ** XI 3 – 9
		St	Diah Shitarahmi, S.Pd.	-	-	-	-	0	
		Wk	Witria Kusuma Dewi, S.Pd, M.Pd.	-	2*	-	-	4	*XI 1 – 2
		Re	Rea Aisha Campa, S.Pd, M.Pd.	2*	-	-	-	4	*X 1 – 2
<b>4,2</b>	<b>Bahasa Inggris Tingkat Lanjut</b>	<b>PEMINATAN</b>		<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>55</b>	<b>Total 55</b>
		Tu	Drs. TTP Puspitoro	-	-	-	-	0	
		Sf	Sinwan Fajar Nahari, S.Pd.	-	-	-	-	0	
		St	Diah Shitarahmi, S.Pd.	-	5*	-	-	5	*XI 1
		Wk	Witria Kusuma Dewi, S.Pd, M.Pd.	-	5*	-	-	20	*XI 2 – 5
		Re	Rea Aisha Campa, S.Pd, M.Pd.	-	5*	-	-	30	*XI 6 – 11

<b>4,3</b>	<b>Bahasa &amp; Sastra Inggris</b>	<b>PEMINATAN</b>		<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>44</b>	<b>Total 44</b>
		<b>Tu</b>	<b>Drs. TTP Puspitoro</b>	-	-	-	-	<b>0</b>	
		<b>Sf</b>	<b>Sinwan Fajar Nahari, S.Pd.</b>	-	-	-	-	<b>0</b>	
		<b>St</b>	<b>Diah Shitarahmi, S.Pd.</b>	-	-	-	<b>4</b>	<b>4*</b>	<b>*XII IPS 1 – 2</b>
		<b>Wk</b>	<b>Witria Kusuma Dewi, S.Pd, M.Pd.</b>	-	-	-	-	<b>4*</b>	<b>*XII IPS 3 – 5</b>
		<b>Re</b>	<b>Rea Aisha Campa, S.Pd, M.Pd.</b>	-	-	-	-	<b>0</b>	

*Table Of English Teachers Allocation Class*

## APPENDIX 11

### DOCUMENTATION



Observation 1 in XI3, Whiteboard as Media

Practice the dialogue below with your classmate.

Anis : I think you should change your account's privacy setting, Bro.

Rashid: But why?

Anis : Your account's privacy setting is set to public, and you are logged in.

Rashid: Why does it matter?

Anis : If you make it public, everyone can see all of your personal information.

Rashid: So, what is the use of changing my privacy setting?

Anis : Privacy setting can make you safe online. You should not make it public because when you upload photos or anything else, anyone can see it.

Rashid: So, I have to change my privacy setting?

Anis : Yes. Change the setting, so that only our family and friends can see them.

Rashid: But I can delete things, right?

Anis : Yes, but it is very difficult. Some things stay there forever.

Rashid: Oh, I see.

Observation 2 in XI2, conversation text (can find in Bahasa Inggris Tingkat Lanjut Textbook hal. 171)

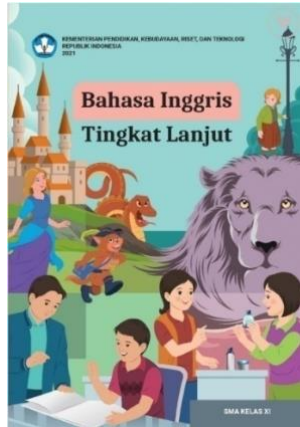


Observation 2 in XI2, students asking a question to Miss. WK about their task

**Activity 2**  
Answer the questions based on the dialogue.

1. What is the dialogue about?  
Answer: \_\_\_\_\_
2. What does Anis advise her brother to do?  
Answer: \_\_\_\_\_
3. What is her argument about it?  
Answer: \_\_\_\_\_
4. How many arguments does Anis state? What are they?  
Answer: \_\_\_\_\_
5. What do you think about Anis arguments?  
Answer: \_\_\_\_\_

Observation 2 in XI2, task given to students (can find in Bahasa Inggris Tingkat Lanjut Textbook hal. 172)



*Observation 2,3, and 4, Bahasa Inggris Tingkat Lanjut Textbook*



*Observation 3, Miss. WK walk around to check student work.*



*Observation 3, Students seem have no motivation in learning*

- a. Modify the article into a good analytical exposition text. Remember write down the name of the writer's article

Thesis	
Argument	
Reiteration	

Concluding Section 2

*Quiz at Observasi 3*



- b. Modify the article into a good hortatory exposition text. Remember to write down the name of the writer's article

Thesis	
Argument	
Reiteration	

*Quiz at Observasi 3 and 4*



*Observation 3, Miss. WK explain the activities to by carry out.*



*Observation 4, Miss. WK answering the question from students*



*Observation 4, Students doing their work*



*Observation 4, Students who seek permission to use English.*