

**AN ANALYSIS OF MODUL AJAR USED BY ENGLISH TEACHER
BASED ON MERDEKA CURRICULUM AT SMA NEGERI 1
KARANGDOWO IN ACADEMIC YEAR 2023/2024**

THESIS

Submitted as A Partial Requirement

For the Degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. Allah SWT, the God of the universe
2. My beloved parents (Mr. Joko Saptano and Mrs. Mundari).
3. My brother's and my aunty.
4. My almamater, UIN Raden Mas Said Surakarta.
5. All of my friends, who have become my support system

MOTTO

“Verily we belong to Allah, and verily to Him shall we return.”

(QS. Al-Baqarah: 156)

“Allah does not burden a man but according to his ability.”

(QS. Al-Baqarah: 286)

“And be patient, for the promise of Allah is true.”

(QS. Ar-Rum: 60)

“Success does not belong to the clever. Success belongs to those who keep trying.”

-Bj Habibie

“What is in front of me will never be my destiny, and what is in front of me will never be my destiny.”

-Umar Bin Khattab

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“An Analysis of Modul Ajar Used by English Teacher Based on Merdeka Curriculum at SMA NEGERI 1 Karangdowo in the Academic Year 2023/2024”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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ACKNOWLEDGMENT

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The researcher is sure that this thesis would not be completed without 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 this thesis. This goes to:

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her, the researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, December 22th2023

The researcher.

A handwritten signature in black ink, consisting of a large loop on the left and several vertical strokes on the right, ending in a small hook.

Nafi'atul Azizah
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TABLE OF CONTENT

ADVISOR'S SHEET	Error! Bookmark not defined.
RATIFICATION.....	Error! Bookmark not defined.
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	Error! Bookmark not defined.
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENT	ix
LIST OF TABLES	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of The Problem.....	9
C. Limitation of the Study	10
D. Formulation of the Problem	11
E. Objectives of the Study	11
F. Benefits of the Study	11
G. Definitions of the Key Terms.....	12
BAB II LITERATURE REVIEW.....	15
A. Theoretical Review	15
1. Definition of Merdeka Curriculum.....	15
2. The concept of Merdeka Curriculum.	17
3. Characteristics of Merdeka Curriculum	18
4. Definition of Modul Ajar	19
5. The In the design of teaching modules, the following are Criteria of Modul Ajar20	
6. The principle of preparing Modul Ajar	21
7. The Components of Modul Ajar.....	22

B. Previous related studies.....	23
CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Research Setting.....	32
C. Research Subject	32
D. Data and Source of the Data	33
1. Data of Research	33
2. Source of the Data	33
E. Research Instrument.....	34
1. Content analysis checklist	34
2. Documentation	35
F. Techniques of Collecting the Data.....	35
G. Techniques of Analysing the Data	40
H. Trustworthiness of the Data	43
BAB IV RESEARCH FINDING AND DISCUSSION.....	45
A. Research Finding.....	45
B. Discussion	64
BAB V CONCLUSION AND SUGGESTION	67
A. CONCLUSION	67
B. SUGGESTION.....	68
BIBLIOGRAPHY	70
APPENDICES	73

LIST OF TABLES

Table 2. 1 The table of the differences previous study	29
Table 3. 1 Schedule	32
Table 3. 2 Table Analysis.....	36
Table 4. 1 Table Analysis.....	47
Table 4. 2 Table Analysis.....	52
Table 4. 3 Table The Modul Ajar components used by English teacher A and English teacher B.....	56

ABSTRACT

Nafi'atul Azizah. 2023. *An Analysis of Modul Ajar Used by English Teacher Based on Merdeka Curriculum at SMA NEGERI 1 Karangdowo in Academic Year 2023/2024*. Thesis. English Education Department, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

This study focus on analyses the component of Modul Ajar at SMA NEGERI 1 Karangdowo in academic year of 2023/2024. The objectives of this study were to analyze the component of Modul Ajar used by English teacher at 11th grade of SMA NEGERI 1 Karangdowo in the academic years of 2023/2024.

The research method was qualitative research used content analysis study to analyze the Modul Ajar components. The subject of the study was two English teacher of the 11th grade of SMA NEGERI 1 Karangdowo. The researcher chose two random material Modul Ajar. The data was obtained through document analysis.

The result of this study, Generally, all the Modul Ajar have general information, core competence, and appendices components that based on the Merdeka Curriculum. There are several Modul Ajar components that are not written by the English teacher B such as; Initial competence, The learning, Meaningful Understanding, Student worksheet, Teacher and student reading materials. Meanwhile, the English teacher A completely all components Modul Ajar based on Merdeka curriculum. It means that all English teacher's Modul Ajar was appropriate with The Ministry of Culture, Education, Research and Technology No.262 Year 2022 regulation. Meanwhile for the complementary of the Modul Ajar was variety since the teacher free to make, choose, develop and use Modul Ajar in accordance with the principles of efficient, effective and oriented to the needs of students.

Keywords: *Component Modul Ajar, English Teacher, Merdeka Curriculum.*

CHAPTER I

INTRODUCTION

A. Background of the Study

The curriculum plays a crucial role in the course of the education system in order to be able to produce a generation that is innovative, creative, reliable and has a sense of responsibility. the curriculum contains teaching materials, procedures, content and learning objectives, which are a set of learning plans that will be used as a reference. a set of learning plans that will later be used as a reference. during teaching and learning activities to achieve national education goals. Wina Sanjaya in Khoirurrijal, (2022: 3) adds that the curriculum is a design file that contains learning methods and tactics that can be developed later; objectives to be achieved; and developed later; goals to be achieved; what materials and learning experiences must be carried out by students; and learning experiences that must be carried out by learners; evaluation materials that are useful to see the achievement of goals; and the real action of what has been designed. In order to achieve a better life and existence, the curriculum plays a role in Determining one's experience and the nature and quality of knowledge

The world of education will never escape change for the advancement of a nation. Therefore, through the field of education everything can be modified back to education in Indonesia more advanced, one of them through the curriculum. One of the elements that influence curriculum

change is the change and development of time. According to Khoirurrijal (2022: 2), in order to be in accordance with the growing movement of technology and science and the development carried out by the community, the curriculum needs to be expanded and refined again. There are many countries that are actively developing and innovating their educational curriculum by following all the movements of the rapid development of the times.

In Indonesia it 'self, the curriculum has experienced many changes and developments in its implementation, starting from the 1952 curriculum to the current independent curriculum. The journey of curriculum development began in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 Curriculum Revision), 2004 (KBK, Competency-Based Curriculum), 2006 (KTSP, Education Unit Level Curriculum), 2013 (Kurtilas) through the Ministry of National Education the government changed the existing curriculum, 2018 (Kurtilas Revision) due to revisions in the 2013 curriculum, and currently a new curriculum has emerged called the Merdeka Curriculum.

Merdeka curriculum has been applied since February 2022 in Indonesia. Merdeka Curriculum is advanced which developed by the government. The concept of Merdeka Curriculum, a new curriculum, faces various educational challenges. The differences between the Merdeka Curriculum and the previous curriculum, there are some of the terms that have changed after the publication of the Merdeka Curriculum 2022 are Learning Plan (RPP) replaced by the term Modul Ajar, Syllabus replaced

by Flow of Learning Objectives (ATP), Core Competencies replaced by Learning Outcomes (CP), Basic Competencies replaced by Learning Objectives (TP), Criteria for Minimum Completion (KKM) replaced by Criteria for Achievement of Learning Objectives (KKTP), Daily Assessment (PH) replaced by Summative, Promes replaced by Prosem (Semester Program), PTS replaced by STS (Mid-Semester Summative), Pas replaced by SAS (End of Semester Summative), Problem Indicators replaced by Assessment Indicators. From the change of terms from this curriculum change, causing subject teachers to have to learn these terms to understand the preparation of Modul Ajars or Modul Ajar that are in accordance with the applicable rules in accordance with the Merdeka curriculum.

In the Merdeka Curriculum, students are the axis or fulcrum of education. In other words, the government implicitly formulates this curriculum to adapt the learning corridor to the characteristics of the learners and the level of achievement. According to (Khoirurrijal et al., 2022) the Merdeka Curriculum is a learning guide that has a variety of intra-curricular learning systems, the content presented is maximized on the grounds that students have sufficient time to deepen learning concepts and strengthen competencies. The Merdeka Curriculum gives freedom in learning to students by not giving restrictions on the concept of teaching and learning that takes place, it can be done both outside and inside the school and creativity is also upheld here for students and teachers.

The emphasis in the independent learning curriculum is independence in students. According to Indarta (2022) the sense of independence referred to there is that students are given the freedom to access various kinds of knowledge obtained, which can be from non-formal or formal education. The independent curriculum gives students freedom in learning by not placing restrictions on the concept of teaching and learning that takes place, it can be done either outside or inside the school and creativity is also upheld here for students and teachers. Creativity and freedom are the focus of the Independent Curriculum. This curriculum was created to form a flexible curriculum and to focus on essential material, besides this curriculum also focuses on developing students' competence and character.

According to (Kurniati et al., 2022) the main characteristics of the Merdeka curriculum are three the development of soft skills and character of Pancasila students, the teaching and learning process is focused on projects; so that students have enough time to deepen the subject matter and basic competencies such as numeracy and literacy. basic competencies such as numeracy and literacy, then the material is focused on the essential essentials; and in carrying out teaching and learning activities, teachers are given flexibility learning.

Moreover, the reformation of curriculum has the goals for student being smart, moralist, nice character, creative, communicative, in tolerant in the diversity life. According to Tedjokoesoemo et al., (2020) stated the substantial essence of the Merdeka Curriculum is independence; liberating

learners and educators to form a resilient independent mentality to face this era of disruption. Students can choose the learning subjects they want to study according to their talents and interests. The Merdeka Curriculum now includes the following: (1) learning objectives and assessment; (2) curriculum creation; (3) Project Development to Strengthen the Pancasila Student Profile; and (4) Implementation of inclusive education.

According to the Regulation of the Minister of Education, Culture, Research and Technology No. 16 of 2022, the process standards (learning planning, learning implementation and learning process evaluation) are used as guidelines for conducting an effective and efficient learning process in order to optimally develop the potential, initiative, ability and independence of students. From this statement it can be concluded that the teaching module plays a very important role in the learning process so that the teacher knows clearly what he wants to convey and the classroom atmosphere supports the students to explore more of their potential.

The Modul Ajar is a learning administration that contains the objectives, steps and assessments needed in a unit / topic based on the flow of learning objectives (Regulation of the Minister of Cultural Education and Technological Research No. 56, 2022). Modul Ajar is an implementation of the Goal Flow Learning that develops from results Learning with the Pancasila Student Profile as target. Modul Ajar aims that students can study independently with or without teacher guidance. The concept of Modul Ajar is to facilitate, simplify and improve the quality of learning, to become a

reference in carrying out learning activities and to become a framework that describes the learning outcomes listed in each subject. In the preparation of learning tools that play an important role is the teacher, the teacher will be honed his thinking skills to be able to innovate in the Modul Ajar he makes. Therefore, in making Modul Ajar, the teacher's pedagogic competence needs to be developed, this is so that the teacher's teaching techniques in the classroom are more effective, efficient, and do not leave the discussion of achievement indicators. This is so that the teacher's teaching techniques in the classroom are more effective, efficient, and do not get out of the discussion of achievement indicators.

Becomes one of the important things for teachers in teaching, every teacher must design or plan learning before the learning process. With a good plan make is good systematically and will run programmed. In fact, there are currently many teachers who do not make Modul Ajar accordance with the Merdeka curriculum. There are several previous studies related to this research such as Rohmawati (2022) stated Some teachers still create Modul Ajars without including all the required components prescribed by regulations or guidelines. Additionally, they may create Modul Ajars tailored to individual needs or preferences, which may slightly deviate from the techniques mandated by regulations. According to Wahyuni D & S Fatimah (2023), The interview result showed that teachers understanding of the Modul Ajar is good. Even the teachers have good understanding in the Modul Ajar but they still need training in designing Modul Ajar, so the

teacher will be more prepared in designing Modul Ajar based on the kurikulum Merdeka. According to Novianto (2020), Although, there was some weakness in some components such as the identity of main material, indicators, and time allocation. The teacher should be planned carefully when USED the Modul Ajar, so the Modul Ajar could be good quality and the teaching-learning process could be delivered well. According to Nurmiati et al (2023), The module should be practical based on (1) the implementation of the module in the learning process by two observers with a score of 1.82 in the fully implemented category; (2) the teacher's response to the teaching module developed with an average score of with an average score of 94 in the very practical category; and (3) the students' response with an average score of 89.75 in the very practical category. students with an average score of 89.75 in the very practical category. The module is considered Effective based on the results of the analysis of student learning outcomes test with a percentage of class completeness of 94.59%. Percentage of Class Completion of 94.59%. The developed module includes a cover, initial competence, components, learning activities, and assessments. According to Oktafianti (2019), the Modul Ajar had some weaknesses which are not referring to curriculum 2013. The teacher designed the 2013 curriculum Modul Ajar individually. Furthermore, the obstacles faced by teacher are in adequate facilities and still confused about the 2013 curriculum learning system. From those theories, it can be concluded that the teacher in indonesia have difficult in designing Merdeka

curriculum Modul Ajar. is feared they cannot achieve the perfect learning goals. Seeing the importance and usefulness of Modul Ajars for teachers, research is needed associated with the Modul Ajar preparation.

Pre-observation was conducted by researcher further showed that the English teachers still face difficulty in developing an effective and systematic Modul Ajar for a teaching program. For example, the same of the teachers are difficult in understanding the formulation of standard of competency and basic competency, in determining materials and how delivered it to the students with a limit of time and in selecting effective methods to be appropriate with the indicators.

Researchers chose to analyze the components of Modul Ajar that refer to the Merdeka Curriculum, because of the 13 components specified in the government regulations used in the previous 2013 curriculum, there are components that are more clear and detailed in the Ministry of Education, Culture, Research and Technology No. 262 of the year 2022 Modul Ajar have three main components consisting of general information, core components and attachments, each of which consists of more detailed components. In addition to the core components, Teachers are free to develop Modul Ajar according to the needs of students, existing facilities and surrounding culture.

This research takes place in SMA NEGERI 1 Karangdowo because the existence of SMA NEGERI 1 Karangdowo is an educational institution that continues to improve, this can be seen from the proliferation of existing

activities, such as being one of the driving schools, getting many achievements in various championships, excellent accreditation rating (A), having many organizations (such as osis, scouts, journalism, karawitan art, rohis, scouts, athletics, paskib, etc.), has many activities (such as reading the Koran or jus ama every morning, Pancasila strengthening project, competitions, etc.), multimedia-based learning, Wi-Fi area, LCD, this school also has a library and other facilities that are expected to support student learning so that they can excel in academic and non-academic fields.

Based on the importance of the curriculum, the Modul Ajar in the education and the problems of difficulties that exist in the teacher in designing the Merdeka curriculum Modul Ajar. Then the researcher is motivated to do research about Modul Ajar referring to Merdeka curriculum. The researcher would like to research on the stages of plan referring to Merdeka curriculum of English subject entitled “*An Analysis of Modul Ajar Used by English Teacher Based on Merdeka Curriculum at SMA NEGERI 1 KARANGDOWO IN ACADEMIC YEAR 2023/2024*”

B. Identification of The Problem

Based on the background of problem above, the problem of this research is identified as follow:

1. There are currently many teachers who do not make Modul Ajar it is feared they cannot achieve the perfect learning goals.
2. Many teachers do not know the benefits and objectives of preparation the Modul Ajar is in accordance with the Merdeka Curriculum.

3. The steps of learning activities, some still do not lead to the learning objectives that have been determined.
4. Reluctant students and teachers need to do more to make learning more interesting.
5. Teachers find it difficult to determine the appropriate steps for this approach.
6. Teachers are concerned about teaching module that are not in line with the system and objectives of the curriculum.

C. Limitation of the Study

The problem limitation of study only focuses on analyzing of Modul Ajar used by English teacher at 11th grade of SMA NEGERI 1 Karangdowo in academic years of 2023/2024. In this research, the researcher will analyze the components of Modul ajar at SMA NEGERI 1 Karangdowo based on Merdeka curriculum Used by an English teacher.

The researcher choses two random of Modul Ajar, consisted of one Modul Ajar from first teacher for teaching English subjection 11th grade, the material Modul Ajar is *Expression of asking and giving opinion* and then from second teacher for teaching English subject on 11th grade, the material Modul Ajar is *Love Your Environment*. Random a lesson semester was used for the selection of the Modul Ajar. Standard of Process the Ministry of Education, Culture, Research and Technology No. 262 Year 2022 used as references to know the components of Modul Ajar.

D. Formulation of the Problem

Based on the research background above, the problem statement that will be analysis in this research can be seen as follow: What are the components of Modul Ajar used by English teacher in 11th grade of SMA NEGERI 1 Karangdowo in the academic years of 2023/2024?

E. Objectives of the Study

Based on formulation of the problem above, the objectives of this research are to analyze the component of Modul Ajar used by English teacher at 11th grade of SMA NEGERI 1 Karangdowoin the academic years of 2023/2024.

F. Benefits of the Study

1. Theoretical benefit

By reading this research, it is hoped that reading this study will increase readers' understanding of the senior high school Modal Ajar for the Merdeka Curriculum. Particularly in research on the topic of Modul Ajar analysis, the findings of conventional research are used as a reference for subsequent research to add context and serve as a comparison.

2. Practical benefit

For the reader the findings of this study will reveal the type of Modul Ajar that is used in SMA NEGERI 1 Karangdowo. In order for readers to be expected to be more knowledgeable and more related to the learning applied to young learners, this research can also provide more knowledge about learning methods and materials applied. for the teacher It is hoped that teachers who read this research will be able to put together an Modul Ajar that is more engaging, ideal, and better suited for use in the classroom. To enhance future learning, teachers are also expected to modify current Modul Ajar in light of the findings of this research. For upcoming researchers, this study is anticipated that this research will make an intriguing reference for future study. Future researchers who use the same theme as this research may benefit from this research's increased knowledge. Future researchers can use this research as a benchmark or to continue their own investigations into related topics and locations. The outcome may aid the institution in developing newer techniques for creating future Modul Ajar.

G. Definitions of the Key Terms

The key terms used in the title of this study can be explained as follow:

1. Modul Ajar

According to Regulation of the Minister of Cultural Education and Technological Research No. 56, 2022 stated the teaching module is a learning administration that contains the objectives, steps and

assessments needed in a unit / topic based on the flow of learning objectives. Modul Ajar are a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly. Modul Ajar is an implementation of the Goal Flow Learning that develops from results Learning with the Pancasila Student Profile as target. Modul Ajar aims that students can study independently with or without teacher guidance.

As formulated by the Education Development Agency of the Ministry of Education and Culture (in Kosasih 2021: 19-20), "the Modul Ajar is a unit of the smallest teaching and learning program that states in great detail the following: a) general educational objectives that will be supported by their achievement; b) types that will be used as a basis for the teaching and learning process; c) specific educational objectives to be achieved by students; d) the main material to be studied and taught; e) the position and function of the unit (module) in a larger program unit; f) the role of the teacher in the teaching and learning process; g) the tools and resources to be used; h) the learning activities to be carried out and experienced by the students in sequence; i) the work sheets to be filled in by the students; j) the evaluation program to be carried out by the students during the learning process.

2. Merdeka Curriculum

According to Manalu, et al. (2022). Stated Merdeka Curriculum, which is interpreted as a learning design that provides opportunities for students to learn in a calm, relaxed, fun and pressure-free environment to showcase their natural.

According to Khoirurrijal et al., (2022) the Merdeka Curriculum is a learning guide that has a variety of intra-curricular learning systems, the content presented is maximized on the grounds that students have sufficient time to deepen learning concepts and strengthen competencies. The Merdeka Curriculum gives freedom in learning to students by not giving restrictions on the concept of teaching and learning that takes place, it can be done both outside and inside the school and creativity is also upheld here for students and teachers.

BAB II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Merdeka Curriculum

The curriculum plays a very important role in running the education system to be able to produce innovative, creative, reliable and responsible generations. The curriculum includes teaching materials, procedures, content and learning objectives, which are a set of learning plans that are used as a basis for reference during teaching and learning activities to achieve national education goals. Wina Sanjaya in Khoirurrijal (2023: 3), adds that the curriculum is a design file that contains learning methods and tactics that can be developed later; objectives; goals to be achieved; what materials and learning experiences must be carried out by students; evaluation materials that are useful to see the achievement of goals; and the real action of what has been designed. In achieving a better life and existence, the curriculum plays a role in determining one's experience and the type and quality of knowledge,

According to Manalu, et al. (2022). Stated Merdeka Curriculum, which is interpreted as a learning design that provides opportunities for students to learn in a calm, relaxed, fun and pressure-free environment to showcase their natural. This means that the teaching process must create a pleasant atmosphere. Learning that not only focuses on students in the

classroom, but also explores outside the classroom, this will make learning more fun, enjoyable, and not centered on the teacher. This kind of learning system will form a confident, independent, intelligent character in socializing and can compete.

According to Khoirurrijal et al., (2022) the Merdeka Curriculum is a learning guide that has a variety of intra-curricular learning systems, the content presented is maximized on the grounds that students have sufficient time to deepen learning concepts and strengthen competencies. The Merdeka Curriculum now includes the following: (1) learning objectives and assessment; (2) curriculum creation Design; (3) Project Development to Strengthen the Pancasila Student Profile; and (4) Implementation of inclusive education.

According to (Suroto 2022: 101-102), Merdeka Curriculum is a curriculum that helps students explore concepts and strengthen competencies. Merdeka Curriculum includes a curriculum with diverse intra-curricular learning according to the environmental conditions of each school. The Merdeka curriculum was issued by the Ministry of Education and Culture, Technology and Higher Education with the hope that it would be the right step to transform education for the realization of superior human resources (HR) in Indonesia that refer to the profile of Pancasila students

From the explanation above, researchers can conclude that in formal education, the curriculum plays an important role in the educational process. It also explains that a Merdeka curriculum has an essence in which there is freedom or flexibility between teachers and students in creating a meaningful learning process. The Merdeka curriculum provides freedom in learning to students by not limiting the concept of teaching and learning that takes place, it can be done both outside and inside the school and creativity is also upheld here for students and teachers.

2. The concept of Merdeka Curriculum.

Merdeka Belajar is the name of the Merdeka Curriculum concept. Freedom of thought is the concept of the Merdeka Curriculum. But as we know, in the modern era, almost all activities will involve technology and education is no exception. Every activity in the field of education will require technology. Therefore, the concept of the Merdeka Curriculum is to combine literacy, scientific knowledge, skills, attitudes and mastery of technology.

In the Merdeka Curriculum, students are given the freedom and flexibility to think and explore knowledge as much as possible. To maximize knowledge, literacy activities, talent development, interests, and others can be applied. Support the development of students or learners. Not only students, teachers are also not only students, but also teachers are given the freedom and flexibility to innovate their learning. Carried out, so

that teachers can develop their competence and utilize existing technology. technology that exists Suroto (2022).

3. Characteristics of Merdeka Curriculum

In the new school year 2023/2024, schools can implement the Merdeka curriculum according to school readiness. According to Idhartono (2022), the main characteristics of this curriculum in supporting learning recovery are:

- a. Project-based learning through a project to strengthen the profile of Pancasila (P5): There are 6 dimensions, namely: faith (piety to God Almighty and noble character), independence, mutual cooperation, global diversity, critical and creative thinking. Students have the opportunity to study important issues so that they can take real action to respond to these issues according to their stages and needs. This project is very useful for learners because it strengthens character, develops problem-solving skills in different conditions, and shows responsibility and concern for the issues around them.
- b. Focus on essential material so that there is sufficient time to explore basic skills (literacy and numeracy). The aim of the independent curriculum is to focus on essential material so that teachers have more time to implement more interactive and collaborative learning methods. Some examples of learning

methods that involve discussion and argumentation are project-based learning and problem-based learning. Schools are also moving away from an emphasis on academic achievement to a focus on soft skills.

- c. Flexibility for teachers to conduct learning according to learners' abilities and make adjustments to the context and local content.

The Merdeka Curriculum is considered more flexible than the previous curriculum because teachers, students and schools are more independent in carrying out learning activities in school. For example, students no longer learn in class by simply memorizing and reading books, but students can also learn anywhere to do a project.

4. Definition of Modul Ajar

According to Regulation of the Minister of Cultural Education and Technological Research No. 56, 2022 stated the Modul Ajar is a learning administration that contains the objectives, steps and assessments needed in a unit / topic based on the flow of learning objectives. Modul Ajar are a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly. Modul Ajar is an implementation of the Goal Flow Learning that develops from results Learning with the Pancasila Student Profile as target. Modul Ajar aims that students can study independently with or without teacher guidance.

As formulated by the Education Development Agency of the Ministry of Education and Culture (in Kosasih 2021: 19-20), "the Modul

Ajar is a unit of the smallest teaching and learning program that states in great detail the following: a) general educational objectives that will be supported by their achievement; b) types that will be used as a basis for the teaching and learning process; c) specific educational objectives to be achieved by students; d) the main material to be studied and taught; e) the position and function of the unit (module) in a larger program unit; f) the role of the teacher in the teaching and learning process; g) the tools and resources to be used; h) the learning activities to be carried out and experienced by the students in sequence; i) the work sheets to be filled in by the students; j) the evaluation program to be carried out by the students during the learning process.

According to Tjiptiany (2016) modules are teaching materials that are arranged systematically and interestingly which contain material content, methods, and evaluations that can be used independently.

Based on the above statement, it can be concluded that the teaching module is a unit of teaching and learning program that is packaged as a whole and systematically, in which it contains a set of planned learning experiences arranged to help students achieve a set of specific and clearly formulated objectives.

5. The Criteria of Modul Ajar

According to Maulida (2022), in the design of teaching modules, the following are the criteria that must be possessed:

1. Essential: understanding of the concepts of each subject through

learning experiences and cross-discipline.

2. Interesting, meaningful and challenging: fosters interest in learning and actively engages learners in the learning process. Connects with previous knowledge and experience, so that it is not too complex, but and triggers curiosity according to their age so that students can achieve their learning achievements.

3. Relevant and contextual: related to prior knowledge and experience, and appropriate to the context of the time and place where the learners are.

4. Continuous: The interconnectedness of the learning activities is in line with the learning phase of the learners.

5. Presentation: the writing of teaching modules uses simple language and visuals, is easy to understand, and is presented attractively.

6. Completeness: contains all the required components.

6. The principle of preparing Modul Ajar

Based on the Ministry of Education, Culture, Research and Technology Year 2022, The principles of teaching module development are as follows:

1. Learning is designed by considering the developmental stage and current achievement level of learners, according to their diverse needs and characteristics, so that learning becomes meaningful and enjoyable.

2. Learning is designed and implemented to build capacity for lifelong learning.
3. The learning process supports the holistic development of learners' competence and character.
4. Relevant learning, i.e., learning that is designed according to the context, environment and culture of the learners and that involves parents and communities as partners.
5. Sustainable, future-oriented learning.

7. The Components of Modul Ajar

Before designing a Modul Ajar, teachers must understand the plan's components. These components aid in the effective construction of the Modul Ajar to achieve the learning and teaching objectives. According to Ministry of Education, Culture, Research and Technology No. 262 the Year 2022, the Modul Ajar follows a systematic arrangement and comprises the following components:

a) General Information consist of:

1. Identity of the module
2. Initial competence
3. Pancasila students' profile
4. Facilities and infrastructure
5. Target learners
6. The learning model used.

b) Core Components consist of:

1. Learning objectives
2. Meaningful understanding
3. Trigger questions
4. Teaching preparation
5. Learning activities
6. Assessment
7. Enrichment and remedial
8. Students and teachers' reflections.

c) Appendices that consist of:

1. student worksheet
2. teacher and student reading materials
3. a glossary,
4. a bibliography.

Based on the above, teachers are allowed to develop Modul Ajar that meet the needs of learners and their learning environment. However, it is important to note that the core competencies cannot be changed. In addition, teachers have the freedom to choose which components they want to use. The researcher analyzed the components of Modul Ajar used by English teacher.

B. Previous related studies

There are many researches have been conducting studies related to this research, there are as follow:

The first related was conducted by Rohmawati as a student of the English language education department in Universitas Islam Negeri Raden Mas Said Surakarta, 2022. on undergraduate thesis entitled “An Analysis of Lesson Plan Used by English Teacher Based On 2013 Curriculum in Academic Year 2022/2023”. The research objective was analyzing the component of lesson plan referring to the 2013 curriculum for 8th grade at SMP Ta’mirul Islam Surakarta. The research used a qualitative research method. The research of two English teachers of the 8th of SMP Ta’mirul Islam Surakarta and the data was obtained through document analysis. The result of this study showed that from 13 components, there are several lesson plan components that are not written by English teacher I such as; basic competence; learning method; and learning media. Meanwhile, the teacher II did not write the identity of class or semester and learning media in lesson plan. It means that all English teacher’s lesson plan was appropriate with The Minister of National Education Circular Letter No. 14 year 2019 regulation.

The second related was a journal article written by Wahyuni D & S Fatimah as a student of the English Language and Literature department in Universitas Negeri Padang, 2023. The research entitled “Lesson Plan Design Based in The Kurikulum Merdeka by English Teachers at UNP Laboratory Junior High School” the aim of this study is to investigate the suitability of the Lesson plan design based on the kurikulum Merdeka by English teachers and also their understanding of the Lesson Plan at UNP

Laboratory Junior High School. Qualitative analyses were employed in this the research which using qualitative descriptive approach to describe the suitability analysis of the Lesson plan design by English teachers. The qualitative data were obtained from interview were transcribed, classified and the draw conclusion. The result of analysis of all lesson plan has complete components although it has some drawback. The interview result showed that teachers understanding of the Lesson plan is good. Even the teachers have good understanding in the Lesson plan but they still need training in designing Lesson plan, so the teacher will be more prepared in designing lesson plan based on the kurikulum Merdeka.

The third research thesis was conducted by Novianto as a student of the English education department, cultures and language faculty in IAIN Surakarta, 2020. The research titled the research titled “An Analysis of Modul Ajar used by English Teacher at The Second Grade of Senior High School 1 Ngeplak in The Academic Year 2019/2020”. The objective of this study was to find out the quality of lesson plans developed by the English teacher in the second grade of senior high school 1 Ngeplak in the academic year of 2019/2020. The researcher used descriptive qualitative research since this study focused on describing the data from the English teachers. The researchers chose two random lesson plans: from first teacher subject on second grade in first semester and from second teacher subject on second grade in second semester. Researcher used documents and interviews to collect data analysis. This study triangulation to check the

validity of data. The result of the research shows that the lesson plan USED by the English teacher was of good quality. Also, they met the standard component of a lesson plan determined by standard of process the Minister of National Education Regulation No. 22 The Year 2016.

The fourth research was a journal article written by Nurmiati et al as a student in Universitas Negeri Makassar, 2023. The research titled “pengembangan Modul Ajar IPAS berbasis project-based learning (PjBL) dalam penerapan Merdeka Belajar”. The aims to develop a valid, practical and effective IPAS Modul Ajar based on Project Based Learning (PjBL). development model used is the 4-D development model which consists of four stages, namely defining, designing, developing and deploying. The Modul Ajar developed was validated by two experts, then tested on 37 students of class X Pharmacy at SMK Negeri 1 Polewali. The results of the research show that the developed module meets the criteria of validity, practicality and effectiveness. The module is said to be valid based on the results of module validation with an average value of 3.73 in the very valid category. The module is said to be practical based on (1) the implementation of the module by two observers in the learning process with a score of 1.82 in the fully implemented category; (2) the teacher's response to the developed Modul Ajar obtained an average score of 94 in the very practical category; and (3) student responses with an average score of 89.75 in the very practical category. The module is said to be effective based on the results of the analysis of student learning outcomes tests with a class

completeness percentage of 94.59%. The developed module contains covers, initial competencies, core components, learning activities, and assessments.

The fifth related was done by Oktafianti as a student of the English language education department in Iain Bengkulu, 2019. The research entitled “Analysis on Lesson Plan USED by An English Teacher Referring to Curriculum 2013 At Mts Al-Qur’an Harsallakum Bengkulu”. The aim of this study is to know whether the lesson plan USED by the English teacher at Mts Al-Qur’an Harsallakum Bengkulu referring to curriculum 2013 or not, the way and the obstacles faced by the English teacher in designing the lesson plan. This research is one of qualitative research that is a case study. The qualitative data were obtained from the content analysis, the documentary study and interview guideline. To conduct the research, the researcher uses the descriptive qualitative approach. The result of analysis of all lesson plans had some weaknesses which are not referring to curriculum 2013. The teacher designed the 2013 curriculum lesson plan individually. Furthermore, the obstacles faced by the teacher are inadequate facilities and still confused about the 2013 curriculum learning system.

The difference between this research and Rohmawati is research was that the subject of the research was the level of the school: Islamic boarding school. Meanwhile, this research was conducted in public school. The research focuses on what components are used by teachers at the school based on the 2013 curriculum, meanwhile this research focuses on what

components are used by teachers based on the Merdeka curriculum accordingly or not.

The similarities between this research and Wahyuni D & S Fatimah research are that both of them analyze the Modul Ajar based on the Merdeka curriculum. The difference between this research and Wahyuni D & S Fatimah research was the problem statement. This research problem is what is the component of the lesson plan. Meanwhile, Wahyuni D & S Fatimah research problem statement is the suitability analysis of the Lesson plan design by English Teachers.

The difference between this research Novianto is research was on the data gathered. This research the data gathered from the document analysis while Novianto research the data gathered from the document analysis, observation and a set of interviews.

The previous research by Nurmiati et al was focused on the development model used is the 4-D development model which consists of four stages, namely defining, designing, developing and deploying. while this research was focused on the analysis of Modul Ajar used by an English teacher. And Nurmiati et al research analyzes based on the Ministry of Education, Culture, Research and Technology No. 56 the Year 2022.

The difference between this research and Oktafianti is this research analyzes Modul Ajar while Oktafianti research analyzes lesson plans (RPP). This research is based on the Merdeka Curriculum while Oktafianti's research is based on the 2013 Curriculum.

Table 2. 1
The table of the differences previous study

No.	Previous Study	Similarity	Difference
1.	Irma Rohmawati. <i>“An Analysis of Modul Ajar Used by English Teacher Based On 2013 Curriculum in Academic Year 2023/2024”</i> . 2022.	Qualitative research, the data was obtained through document analysis.	The level subject of the research, this research analysis a Modul Ajar based on 2013.
2.	Wahyuni D & S Fatimah. <i>“Modul Ajar Design Based in The Kurikulum Merdeka by English Teachers at UNP Laboratory Junior High School”</i> , 2023.	Analyze of Modul Ajar based on Merdeka curriculum.	The level subject of the research, the aim of this study is to investigate the suitability of the Modul Ajar design based on the kurikulum Merdeka and also their understanding of the Modul Ajar at UNP Laboratory Junior High School.
3.	Noviant, <i>“An Analysis of Modul Ajar USED by English Teacher at The Second Grade of Senior High School 1 Ngemplak in The Academic Year 2019/2020”</i> , 2020.	The subject of the research, used descriptive qualitative research.	This research analyzes a Modul Ajar based on curriculum 2013, The qualitative data were obtained from the content analysis, the documentary study and interview guideline.

4.	Nurmiati et al. <i>“pengembangan modul ajar IPAS berbasis project-based learning (PjBL) dalam penerapan Merdeka Belajar”</i> , 2023.	Object research is the Modul Ajar based on the Merdeka curriculum.	This research focused on the development model, analyzes based on the Ministry of Education, Culture, Research and Technology No. 56 the Year 2022.
5.	Oktafianti. <i>“Analysis on Modul Ajar USED by An English Teacher Referring to Curriculum 2013 At Mts Al-Qur’an Harsallakum Bengkulu”</i> . 2019	Qualitative research	This research analyzes a Modul Ajar based on curriculum 2013,

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher analyses the Modul Ajar of teachers at SMA NEGERI 1 Karangdowo. The researcher uses a qualitative approach to achieve their objective, utilizing qualitative research to define the research object in word and describe the Modul Ajar based on the Merdeka Curriculum.

According to Creswell & Poth, (2018:35), qualitative research starts with opinion and the use of theoretical framework that explain the meaning individuals or groups ascribe to a social or human problem. This method is frequently utilized to investigate, depict, or clarify social phenomena, as well as to reveal the significance that individuals attribute to activities, situations, events, or artifacts, with the aim of developing a profound comprehension of certain aspects of social existence Leavy, P. (2014).

This study on Modul Ajar review can be included in content analysis, which is a research method used to identify certain characteristics of written or visual materials Donald, Lucy, and Chris in (2010). These materials can include textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or other types of documents. The researcher analyzed the teachers Modul Ajar and the compatibility between Modul Ajar of Merdeka curriculum at SMA NEGERI 1 Karangdowo.

B. Research Setting

It is important for researchers to establish clear objectives and select appropriate research sites to facilitate a streamlined research process. In this study, the researcher conducted their investigation at SMA NEGERI 1 Karangdowo. It is a senior high school which is located on Jl. Sentono, Ngawonggo, Sentono, Karangdowo, Klaten, Central Java 57464.

The researcher conducts this research, such as designing research, collecting the data, and analyzing. The data start from July 11th, 2023 until December 15th.

Table 3. 1
Schedule

Schedule	2023																							
	Jul				Aug				Sep				Oct				Nov				Des			
Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Designing Research proposal																								
Collecting the data																								
Analysing data																								

C. Research Subject

The subject of this research was two English teachers at SMA NEGERI 1 Karangdowo in academic year of 2023/2024. Specifically, there are English teacher for 11th grade implemented at senior high school. SMA NEGERI 1 Karangdowo was a Penggerak school for 2 years. Then it started

using the latest curriculum, namely the Merdeka Curriculum, while only one class were still using the 2013 curriculum in the last year of its implementation. This motivated the researcher to choose 11th grade at SMA NEGERI 1 Karangdowo as the research site.

The English teachers chosen by the researchers were Mrs. Tarmi and Mrs. Rina. The teachers were chosen based on several reasons such as firstly they are still relatively young so it is likely that they have an open mind to receive new knowledge and are able to keep up with the times, secondly they have been teaching for a long time so they have the ability to understand what kind of Modul Ajar maker is suitable to be applied at school, thirdly they have a good educational background and lastly because they have good competence in terms of pedagogic, professional, personality and social.

D. Data and Source of the Data

1. Data of Research

The data used in this study is document analysis. The researcher will analyse two Modul Ajars. The Modul Ajar were used to teach English subject on 11th grade at SMA NEGERI 1 Karangdowo in academic year of 2023/2024.

2. Source of the Data

The data resource of this study were two teachers who taught English for students in grade 11th at SMA NEGERI 1 Karangdowo in academic year of 2023/2024. The researcher focuses on the components of the Modul Ajar used in teaching English.

E. Research Instrument

Qualitative research instruments are tools or techniques used to collect data. According to Sugiyono (2017), the role of qualitative researchers as human tools is to identify research priorities, select informants as data sources, collect data, assess data quality, analyses data, interpret data and draw conclusions based on their findings. The researcher will provide his subjective view of the research focus. In other words, from all the data collected, the researcher will draw conclusions based on his personal point of view. Based on the explanation above, in this study the researcher is the main instrument.

The secondary instrument to obtain the data in the field, the researcher employed content analysis checklist, documentation and interview as an instrument.

1. Content analysis checklist

In this study, the Modul Ajar used by English teacher at SMA NEGERI 1 Karangdowo were analyzed using content analysis checklist in order to answer objective of the research. This checklist consisted of components such as general information, core components, and appendices. Each of these three main components

consists of small components. First, general information consists of identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Second, core components consist of learning objectives, meaningful understanding, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers' reflections. The last is appendices that consist of student worksheet, teacher and student reading materials, a glossary, and a bibliography. These aspects were taken from *the component of Modul Ajar adapted from the Ministry of Education, Culture, Research and Technology No. 262 Year 2022*.

2. Documentation

The document helps the researcher to gain richer data related to the Modul Ajar and the school. The document was: Modul Ajar about English used by English teacher for 11th grade at SMA NEGERI 1 Karangdowo in academic year of 2023/2024. The researcher copied the Modul Ajar to review and utilize it as additional and relevant information.

F. Techniques of Collecting the Data

The techniques of collecting data were content analysis, documentary study and interview guide. The processes of collecting data consisted of three stage such as:

1. Content analysis technique was conducted to collect the data about the content of the English Modul Ajar as a written or printed document. In this study, the writer analyzed the Modul Ajar, which were copied from English teacher, based on several aspects using content analysis checklist. The writer filled out the checklist of three components items of the Modul Ajar reviewed:

Table 3. 2
Table Analysis

NO.	Component	Aspects analyzed	The Suitability		Information
			Yes	No	
1.	General information	• Identity of the Modul			Information about the Modul Ajar developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation.
		• Initial competence			The knowledge and skills students must have beforehand to study a certain topic.
		• Pancasila students' profile			The ultimate goal of a learning activity related to the formation of student character

		<ul style="list-style-type: none"> • Facilities and infrastructure 			Facilities and materials needed to support learning activities.
		<ul style="list-style-type: none"> • Target Learners 			Students who are targeted namely; Regular students, students with learning difficulties, and students with high achievement.
		<ul style="list-style-type: none"> • The learning 			Model or learning framework that provide a systematic overview of the implementation learning.
2.	Core Componets	<ul style="list-style-type: none"> • Learning Objectives 			Learning objectives can take many forms: knowledge in the form of facts and information, as well as procedural, conceptual understanding, thinking and reasoning skills, and collaborative and stategiccommunication
		<ul style="list-style-type: none"> • Meaningful Understanding 			Information about the benefits that students will get after following the learning process.
		<ul style="list-style-type: none"> • Trigger question 			Trigger questions created by the teacher for cultivate curiosity and thinking skills critical in students.

		<ul style="list-style-type: none"> • Teaching Preparation 			An effort to estimate the actions to be taken in learning activities, especially those related to competency formation.
		<ul style="list-style-type: none"> • Learning activities 			Steps of learning activities are written sequentially according to the duration of time planned.
		<ul style="list-style-type: none"> • Assessment 			Achievement criteria must be clearly defined according to the purpose-defined learning.
		<ul style="list-style-type: none"> • Enrichment and Remedial 			Enrichment is a learning activity that given to students with high achievement they can fully develop their potential optimal. Remedial is given to students who need guidance to understand the material or repeat learning.
		<ul style="list-style-type: none"> • Students and Teachers reflections 			Students and teachers reflections are one of the learning activities that involve students providing feedback orally and in writing to teachers in class.

3.	Appendices	• Student worksheet			Intended for students (not a teacher) and can be reproduced as needed to be given to students including participants nonregular students.
		• Teacher and student reading materials			Used as a lighter before the activity starts or for deepen understanding of the material at the time or end Learning Activities.
		• A glossary			A glossary is required for words or terms that require more explanation deeply.
		• Bibliography			Reference sources used in the development of Modul Ajar.

Then, there are three components, each with eighteen items that have been checked and reviewed whether they are appropriate with Merdeka Curriculum or not together with whatever deficiencies found after observing and appraising the Modul Ajar based on these eighteen items. Thus, the content analysis checklist was used to collect data and make it easier for researchers to check and review whether there are different or similarities or not.

2. Documentary study was also conducted to support the data of content analysis. Creswell (2011) stated that a valuable source of information in qualitative research is documents. Documents consist of public and private records that qualitative researchers obtain about a site or participant in a study and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand the central phenomena in qualitative studies. They represent both public and private documents. The researcher will use a field note that the researcher makes to take notes of all the data needed during the research and an observation sheet to take notes of the interview with the English teacher. In this study, the researcher collected and lists the two-Modul Ajar used by English teachers in 11th grade.

G. Techniques of Analysing the Data

According to Creswell (2018: 262), in qualitative research, general procedures are used from general to specific steps. Although this analysis depends on the type of strategy used, the ideal is to mix with general procedures to specific steps. According to Sugiyono (2014: 246), in the process of analyzing data using qualitative research methods, the data collection process is carried out while data collection is ongoing, then the data collection process is completed at a certain period and interviews, then the researcher has analyzed the responses of interviewees.

The technique of data analysis used in this study was qualitative content analysis since the raw material for the research worker may be in the form of communication, usually written material such as Modul Ajar. As specified by Wilkinson and Birmingham (2003), the process of content analysis starts from identifying the topic of research, establishing content categories, testing the categories established, collecting data, and finally analysing the content of data providing results. Therefore, the data which had been categorized based on the categories (e.g., components in Modul Ajar: general information, core components, and appendices.) were tested through discussions with the researchers' thesis advisors in this study and English teachers. Next, the data were collected, analyzed and the results were provided and reported by the researcher.

The researcher analyzed the Modul Ajar used by English teacher at 11th grade of SMA NEGERI 1 Karangdowo to know the components of the Modul Ajar. the researcher will do data reduction in order to put the data into some categories. The categories are component of Modul Ajar. It focused on three aspect general information, core components, and appendices. From three aspects reviewed; First, general information consists of identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Second, core components consist of learning objectives, meaningful understanding, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers'

reflections. The last is appendices that consist of student worksheet, teacher and student reading materials, a glossary, and a bibliography. with the main components is core components (consist of learning objectives, meaningful understanding, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers' reflections. The researcher classifies the data that available and not available by categories of component Modul Ajar.

The data presentation and research findings will discuss in chapter four in which all the numerical and non-numerical data will report in the form of words, descriptions, and categorizations by the researcher. In presenting the data analysis, the researcher firstly presented a table of the standard of competency and basic competence of Merdeka Curriculum for senior high school. The next issue discusses will analyses the Modul Ajar content. The content of each aspect of the Modul Ajar reviewed together with its deficiencies is explained in this section. After that, drawing conclusions and verifying data is the final stage in the technique of analyzing data based on the data and information obtained. The conclusion needs to be verified to get a strong conclusion. Verification is the activity of drawing conclusions from the data. After the researcher reviewed all the data obtained from the beginning to the end of data collection, reduced the data and presented it to answer the research problem, the conclusion of this study is the result of the analysis based on the formulation of the problem "The components used by English teachers in English Modul Ajars at SMA NEGERI 1 Karangdowo

in the academic year 2023/2024". The researcher concluded that the components used in teaching module 1 teacher A and teaching module 2 teacher B.

H. Trustworthiness of the Data

When analyzing the data, the researcher must also check and analyses the validity of the data. The researcher must use the appropriate technique of data analysis to analysis technique to scientifically and responsibly verify the validity of data. In this case, the researcher used triangulation to check the validity of the data.

Phil Turner and Susan Turner (2009) say triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings. Triangulation used here is the methodological triangulation because the data is checked based on the data collecting techniques that used, those are different namely, content analysis checklist, questionnaire, interview, and documentary study.

Lisa, David and Debra (2019) stated: "methodological triangulation involve the use of multiple qualitative and quantitative methods to study the program. For example, result from surveys, focus groups, and interviews could be compared to see if similar result are being found. If the conclusions from each of the methods are the same, then validity is established". So, triangulation can be used to make a researcher in study findings.

Lisa, David and Debra (2019) stated: this type of triangulation involves the use of different location, setting, and other key factors related to the environment in which the study took place, such as the time, day, or season. The key is identifying which environmental factors, if any, might influence the information that is received during the study. These environmental factors are changed to see if the findings are the same across settings. If the findings remain the same under varying environmental conditions, then validity has been established. Based on the above theories, the writer can conclude that triangulation is one of the strategies to validate the data using different techniques and it can be used in qualitative studies.

The researcher also done validation data with some verifies to check validity of the data. The researcher chose Sudiro S.Pd as vice principal of academic affairs at SMA NEGERI 1 Karangdowo.

BAB IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This section contains the data analysis focused on the components of Modul Ajar used by two English teacher two teach 11th grade at SMA NEGERI 1 Karangdowo. The results of content analysis, checklists, and documents are described in written form by the researcher. The researcher analyzed two Modul Ajar's in their entirety in this study. The Modul Ajars were based on Bahasa. The participants of this research are two English teachers who teach 11th grade. The first teacher is referred to as Teacher A, while the second teacher is referred to as Teacher B.

The content analysis, supported by documentary study, was used to determine the study's objectives. The researcher described the results of the content analysis checklist and documents using clear and concise language. There are three components of English teacher's Modul Ajar analyzed by the writer, adjusting with the standard of English Modul Ajar based on Merdeka curriculum.

The ministry of culture education research and technology No. 262 year 2022, set from three main Modul Ajar components consists of general information, core components, and appendices. Each of these three main components consists of small components. First, general information consists of identity of the module, initial competence, Pancasila Students

Profile, facilities and infrastructure, target learners, and the learning model used. Second, core components consist of learning objectives, meaningful understanding, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers' reflections. The last is appendices that consist of student worksheet, teacher and student reading materials, a glossary, and a bibliography. The results were portrayed under the following subheading.

1. Content analysis of Modul Ajar 1 Teacher A

The first document from English teacher A who teach 11th grade student was called Modul Ajar 1. The material of Modul Ajar 1 is about Expression of Asking and Giving Opinion. The researcher found three main components included 18 items small components of Modul Ajar that used by English teacher for the Modul Ajar. Below the detail information from Modul Ajar 1, the components of Modul Ajar explained as follow:

Table 4.1

Table Analysis Modul Ajar 1

NO.	Component	Aspects analyzed	The Suitability		Information
			Yes	No	
1.	General information	• Identity of the Modul	√		Information about the Modul Ajar developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation.
		• Initial competence	√		The knowledge and skills students must have beforehand to study a certain topic.
		• Pancasila students' profile	√		The ultimate goal of a learning activity related to the formation of student character
		• Facilities and infrastructure	√		Facilities and materials needed to support learning activities.
		• Target Learners	√		Students who are targeted namely; Regular students, students with learning difficulties, and students with high achievement.

		<ul style="list-style-type: none"> • The learning 	√		Model or learning framework that provide a systematic overview of the implementation learning.
2.	Core Componets	<ul style="list-style-type: none"> • Learning Objectives 	√		Learning objectives can take many forms: knowledge in the form of facts and information, as well as procedural, conceptual understanding, thinking and reasoning skills, and collaborative and stategiccommunication
<ul style="list-style-type: none"> • Meaningful Understanding 		√		Information about the benefits that students will get after following the learning process.	
<ul style="list-style-type: none"> • Trigger question 		√		Trigger questions created by the teacher for cultivate curiosity and thinking skills critical in students.	
<ul style="list-style-type: none"> • Teaching Preparation 		√		An effort to estimate the actions to be taken in learning activities, especially those related to competency formation.	
<ul style="list-style-type: none"> • Learning activities 		√		Steps of learning activities are written sequentially according to the duration of time planned.	

		<ul style="list-style-type: none"> • Assessment 	√		Achievement criteria must be clearly defined according to the purpose-defined learning.
		<ul style="list-style-type: none"> • Enrichment and Remedial 	√		Enrichment is a learning activity that given to students with high achievement they can fully develop their potential optimal. Remedial is given to students who need guidance to understand the material or repeat learning.
		<ul style="list-style-type: none"> • Students and Teachers reflections 	√		Students and teachers reflections are one of the learning activities that involve students providing feedback orally and in writing to teachers in class.
3.	Appendices	<ul style="list-style-type: none"> • Student worksheet 	√		Intended for students (not a teacher) and can be reproduced as needed to be given to students including participants nonregular students.

		• Teacher and student reading materials	√		Used as a lighter before the activity starts or for deepen understanding of the material at the time or end Learning Activities.
		• A glossary	√		A glossary is required for words or terms that require more explanation deeply.
		• Bibliography	√		Reference sources used in the development of Modul Ajar.

From the table above, the researcher analyzes the component of Modul Ajar used by English teacher A who teach 11th grade student on the Modul Ajar 1. There were three components include 18 items on the Modul Ajar. It focused on three aspect general information, core components, and appendices. From three aspects reviewed; First, general information consists of identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Second, core components consist of learning objectives, meaningful understanding, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers' reflections. The last is appendices that consist of student worksheet, teacher and student reading materials, a glossary, and a bibliography. The Modul Ajar A complete has three components based on the categories from *the*

Ministry of Education, Culture, Research and Technology No. 262 the Year 2022. The components such as general information, the core competence, and appendices. But there are still deficiencies in the Modul Ajar design by Teacher A, namely learning resources that did not detail at facilities and infrastructure components.

2. Modul Ajar 2 Teacher B

In this explanation, the researcher will explain the components of Modul Ajar 2 used by the English teacher B. The second English teacher or English teacher B is teaching 11th grade students. The material of Modul Ajar 2 is Digital Literacies and My Identities. From the second documents Modul Ajar, the researcher found three main components included 13 items small components of Modul Ajar that used by English teacher B for the Modul Ajar. Below the detail information from Modul Ajar 2, the components of Modul Ajar explained as follow:

Table 4.2

Table Analysis of Modul Ajar 2

NO.	Component	Aspects analysed	The Suitability		Information
			Yes	No	
1.	General information	• Identity of the Modul	√		Information about the Modul Ajar developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation.
		• Initial competence		√	The knowledge and skills students must have beforehand to study a certain topic.
		• Pancasila students' profile	√		The ultimate goal of a learning activity related to the formation of student character
		• Facilities and infrastructure	√		Facilities and materials needed to support learning activities.
		• Target Learners	√		Students who are targeted namely; Regular students, students with learning difficulties, and students with high achievement.

		• The learning		√	Model or learning framework that provide a systematic overview of the implementation learning.
2.	Core Componets	• Learning Objectives		√	Learning objectives can take many forms: knowledge in the form of facts and information, as well as procedural, conceptual understanding, thinking and reasoning skills, and collaborative and stategiccommunication
		• Meaningful Understanding		√	Information about the benefits that students will get after following the learning process.
		• Trigger question		√	Trigger questions created by the teacher for cultivate curiosity and thinking skills critical in students.
		• Teaching Preparation		√	An effort to estimate the actions to be taken in learning activities, especially those related to competency formation.
		• Learning activities		√	Steps of learning activities are written sequentially according to the duration of time planned.

		• Assessment	√		Achievement criteria must be clearly defined according to the purpose-defined learning.
		• Enrichment and Remedial	√		Enrichment is a learning activity that given to students with high achievement they can fully develop their potential optimal. Remedial is given to students who need guidance to understand the material or repeat learning.
		• Students and Teachers reflections	√		Students and teachers reflections are one of the learning activities that involve students providing feedback orally and in writing to teachers in class.
3.	Appendices	• Student worksheet		√	Intended for students (not a teacher) and can be reproduced as needed to be given to students including participants nonregular students.

		• Teacher and student reading materials		√	Used as a lighter before the activity starts or for deepen understanding of the material at the time or end Learning Activities.
		• A glossary		√	A glossary is required for words or terms that require more explanation deeply.
		• Bibliography		√	Reference sources used in the development of Modul Ajar.

Based on the from the table above, the researcher analyzes the component of Modul Ajar used by English teacher B who teach 11th grade student on the Modul Ajar 2. There were three components only include 13 items on the Modul Ajar. It focused on three aspect general information, core components, and appendices. From three aspects reviewed; First, general information consists of identity of the module, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Second, core components consist of learning objectives, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers' reflections. The last is appendices that consist of a glossary, and a bibliography. The Modul Ajar A complete has three components based on the categories from the Ministry of

Education, Culture, Research and Technology No. 262 the Year 2022. The components such as general information, the core competence, and appendices. But there are 5 items components not include in Modul Ajar 2 teacher B such as the learning model used initial competence, meaningful understanding, student worksheet, teacher and student reading materials.

Based from the explanation of each Modul Ajar above, the researcher made a comparison table of the Modul Ajar. The table is made from *the Ministry of Education, Culture, Research and Technology No. 262 the Year 2022*. The table can be seen below:

Table 4.3

The Modul Ajar components used by English teacher A and English teacher B

NO.	Component	Aspects analyzed	TEACHER A		TEACHER B	
			Yes	No	Yes	No
1.	General information	• Identity of the Modul	√		√	
		• Initial competence	√			√

		• Pancasila students' profile	√		√	
		• Facilities and infrastructure	√		√	
		• Target Learners	√		√	
		• The learning	√			√
2.	Core Componets	• Learning Objectives	√		√	
		• Meaningful Understanding	√			√

		• Trigger question	√		√	
		• Teaching Preparation	√		√	
		• Learning activities	√		√	
		• Assessment	√		√	
		• Enrichment and Remedial	√		√	

		• Students and Teachers reflections	√		√	
3.	Appendices	• Student worksheet	√			√
		• Teacher and student reading materials	√			√
		• A glossary	√		√	
		• Bibliography	√		√	

From the table above, both of the English teacher used same components of Modul Ajar. The researcher describes the findings about the Modul Ajar component in general. The description of the findings as follow:

a. General Information consist of:

1) Identity of the module:

Based on the findings from the analysis of identity on the Modul Ajar conducted by the researcher, it can be concluded that both of the teacher used or write the identity Module. English teacher A used identity of the module components and also English teacher Bused identity of the module components.

2) Initial competence

Based on the findings from the analysis of the Initial competence on Modul Ajar conducted by the researcher, it can be seen that both of the teacher used or write initial competence. Based on the table above, teacher A uses initial competence in modul ajar 1 while teacher B does not used.

3) Pancasila students' profile

Based on the findings from the analysis of Pancasila students' profile on the Modul Ajar conducted by the researcher, it can be concluded that both of the teacher used or write Pancasila students' profile. English teacher A used Pancasila students' profile components and also English teacher Bused Pancasila students' profile components.

4) Facilities and infrastructure

The findings from the analysis of Facilities and infrastructure on the Modul Ajar conducted by the researcher, it can be concluded

that both of the teacher used Facilities and infrastructure. English teacher A used Facilities and infrastructure components and also English teacher B used Facilities and infrastructure.

5) Target learners

In accordance with the analysis, Teacher A and Teacher B both use target learners' components in accordance with the ministry of culture, education, research and technology no 262-year 2022.

6) The learning model used.

Based on the findings from the analysis of the learning model used components on the Modul Ajar conducted by the researcher, it can be known that all Modul Ajar English teacher B doesn't write the learning model used. Thus, only English teacher A write the learning model used.

b. Core Components consist of:

1) Learning objectives

One of the core components that must be included in the Modul Ajar that makes teacher A and teacher B both use the learning objectives component in Modul Ajar 1 and Modul Ajar.

2) Meaningful understanding

Based on the findings from the analysis of the meaningful understanding on Modul Ajar conducted by the researcher, it can be seen that both of the teacher used meaningful understanding. Based on the table above, teacher A uses meaningful

understanding in Modul Ajar1 while teacher B does not used in Modul Ajar 2.

3) Trigger questions

Based on the data findings from the analysis of trigger questions competence aspect conducted by the researcher, it can be interpreted that the teacher A and teacher B had no problems with aspect of trigger questions competence employment in the Modul Ajar developed. Both of them were appropriate with the Merdeka curriculum and the ministry of culture, education, research and technology No. 262 Year 2022 about trigger question.

4) Teaching preparation

Preparing for learning is also an important thing in a lesson so that teachers can convey material more clearly and orderly. From the analysis above, teacher A and teacher B use the teaching preparation component in Modul ajar 1 and Modul ajar 2.

5) Learning activities

Teacher A and Teacher B explains the learning activities in detail starting from the introduction, core, and closing based on standard The Ministry of Culture, Education, Research and Technology No 262 Year 2022

6) Assessment

Based on the researcher's analysis that teacher A and teacher B include or use assessments such as what is used in the teaching

module in accordance with The Ministry of Culture, Education, Research and Technology No 262 Year 2022.

7) Enrichment and remedial

The findings from the analysis of enrichment and remedial on the Modul Ajar conducted by the researcher, it can be concluded that both of the teacher used enrichment and remedial. English teacher A used enrichment and remedial components and also English teacher B used enrichment and remedial.

8) Students and teachers' reflections.

The researcher's analysis table above shows that both Teacher A and Teacher B use the student and teacher reflection component.

c. Appendices that consist of:

1) Student worksheet

Based on the findings from the analysis of the learning model used components on the Modul Ajar conducted by the researcher, it can be known that all Modul Ajar English teacher B doesn't used student worksheet. Thus, only English teacher A used student worksheet.

2) Teacher and student reading materials

From the analysis of teacher and student reading materials components on the Modul Ajar conducted by the researcher, it can be known that all Modul Ajar English teacher B doesn't used the teacher and student reading materials components. Then, only

English teacher A used teacher and student reading materials components.

3) a glossary,

Based on the table. Teacher A and teacher B used a glossary component. Teacher B wrote in more detail than teacher A.

4) a bibliography:

from the content table analysis teacher, A and teacher B use the bibliography component in their teaching modules.

Based on the table 4.3 the three main component of Modul Ajar have been applied by teacher A and teacher B, it shows the English Modul Ajar by A and B English teachers was suitable with standard of Process of the Ministry of Culture, Education, Research and Technology No 262 Year 2022, since there is missing small components do not applied by the B English teachers such as Initial competence, The learning, Meaningful Understanding, Student worksheet, Teacher and student reading materials.

B. Discussion

In accordance with the above findings, the Modul Ajar consisting of three main components included 18 items small components were discussed based on the component of Modul Ajar determined by Standard of Process of the Ministry of Culture, Education, Research and Technology No. 262 Year 2022, their component of Modul Ajar and the compatibility of the Modul Ajar with its implementation used by English teachers based on

Merdeka curriculum SMA NEGERI 1 Karangdowo in academic year of 2023/2024.

Based on the result of research, showed that the compatibility of the Modul Ajar designed by English teachers A and B based on the Merdeka Curriculum which are as follows:

General information which aspects analyzed consisting of completeness of identity of the module, initial competence, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used, showed relevance with Merdeka curriculum but Teacher B not mention the initial competence and the learning model used and the source of the book in Modul Ajar designed by teacher B did not mention it in Modul Ajar.

Core Components consisting of completeness of learning objectives, meaningful understanding, trigger questions, learning activities, assessment, enrichment and Remedial Modul Ajar 1 teachers A showed relevance with Merdeka curriculum. While, there are components that Teacher B does not include in the Modul Ajar 2 is a meaningful understanding.

The last is appendices consists of student worksheet, teacher and student reading materials, a glossary, and a bibliography. Modul Ajar 1 teachers A showed relevance with Merdeka curriculum. Modul Ajar 2 teachers B in the Modul Ajar 2 does not include student worksheet and teacher and student reading materials in the Modul Ajar.

From the findings the researcher found the variety of Modul Ajar components used by English teacher in Modul Ajar. All of the teacher used the three main components such as general information, core component, and appendices in their Modul Ajar while for the other component or complementary each teacher also chose or used same component for each Modul Ajar. Several complementary used in the Modul Ajar include the identity of the module, Pancasila Students Profile, facilities and infrastructure, target learners, learning objectives, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, students and teachers' reflections, a glossary, and a bibliography. The English teacher A used 18 items small components in Modul Ajar 1. The English teacher B used 13 items small components in Modul Ajar 2.

BAB V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study is concerned in analyzing the components of Modul Ajar used by English teacher at SMA NEGERI 1 Karangdowo in academic year 2023/2024 referring to Merdeka Curriculum. In line with the objective of the study to analyze the components of Modul Ajar used by English teacher at SMA NEGERI 1 Karangdowo in academic year 2023/2024 referring to Merdeka Curriculum based on all of data above, it can be concluded from three aspect general information, core components, and appendices. From three aspects reviewed; First, general information consists of identity of the module, Pancasila Students Profile, facilities and infrastructure, target learners, and the learning model used. Second, core components consist of learning objectives, trigger questions, teaching preparation, learning activities, assessment, enrichment and Remedial, and students and teachers' reflections. The last is appendices that consist of a glossary, and a bibliography. There are several Modul Ajar components that are not written by the English teacher B such as; Initial competence, The learning, Meaningful Understanding, Student worksheet, Teacher and student reading materials. Meanwhile, the English teacher A completely all components modul ajar based on Merdeka curriculum. It means that all English teacher's Modul Ajar was appropriate with The Ministry of Culture, Education, Research and Technology No.262 Year 2022 regulation.

There were two Modul Ajar from two English teacher that has been analyzed by the researcher. Generally, all the Modul Ajar have general information, core competence, and appendices components that based on the standard of The Ministry of Culture, Education, Research and Technology No.262 Year 2022. Meanwhile for the complementary of the Modul Ajar was variety since the teacher free to make, choose, develop and use Modul Ajar in accordance with the principles of efficient, effective and oriented to the needs of students.

B. SUGGESTION

To follow up on the research findings of this study, several suggestions are proposed to the following parties:

1. For the English Teacher

It suggested that the teacher should revise their shortages and improve their knowledge and skills especially related to developing a good Modul Ajar which is based on the rules stated in the Merdeka curriculum, so they are able to conduct effective, appropriate and interesting teaching-learning process for the students. The teacher can develop more creative and interesting learning using technology and do the interesting learning activity in the class. The teacher also should pay attention on several things which were still in problems related to the Modul Ajar developed learning activity in limited time and make interested learning activity based on students' need. Furthermore, it is

suggested that the teacher should utilize the time effectively so they can prepare and develop their lesson plans appropriately suiting the students' needs and interests.

2. For the Educational Unit

It is recommended that they should lead the teachers to the great of the teaching-learning process through providing the teacher's guidelines and strategies to enhance their competence in teaching. Further, it is recommended their performance and ability by joining the training, workshops, comparative studies, and lots of other teachers' forums specifically related to the curriculum development and its current issues.

3. For the Other Researcher

The objective of this study is to analyze the component of Modul Ajar at SMA NEGERI 1 Karangdowo. Therefore, it is expected that the limitation of this research will encourage other researcher who wish to carry out similar studies to investigate more about lesson plan. Beside the shortcomings made by the researcher with more specific analysis on the lesson plan involving several or many participants as well as accompanied by its implementation in the classroom are needed to be able to generalize. These specific researchers are hoped to identify many other strengths of this work and to investigate other weaknesses that will probably be found in the future.

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APPENDICES

VALIDATOR SHEET

The thesis data of Nafi'atul Azizah (196121224) entitle "AN ANALYSIS OF MODUL AJAR MADE BY ENGLISH TEACHER BASED ON MERDEKA CURRICULUM AT SMA NEGERI 1 KARANGDOWO IN ACADEMIC YEAR 2023/2024" has been validated by Sudiro, S.Pd., 14 December 2023

Sukoharjo, 14 December 2023

Validator



Sudiro, S.Pd.
NIP. 19650516 198811 1 001

A. Content Analysis

Table Analysis of Modul Ajar 1

NO.	Component	Aspects analyzed	The Suitability		Information
			Yes	No	
1.	General information	• Identity of the Modul	√		Information about the Modul Ajar developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation.
		• Initial competence	√		The knowledge and skills students must have beforehand to study a certain topic.
		• Pancasila students' profile	√		The ultimate goal of a learning activity related to the formation of student character
		• Facilities and infrastructure	√		Facilities and materials needed to support learning activities.
		• Target Learners	√		Students who are targeted namely; Regular students, students with learning difficulties, and students with high achievement.

		• The learning	√		Model or learning framework that provide a systematic overview of the implementation learning.
2.	Core Componets	• Learning Objectives	√		Learning objectives can take many forms: knowledge in the form of facts and information, as well as procedural, conceptual understanding, thinking and reasoning skills, and collaborative and strategic communication
		• Meaningful Understanding	√		Information about the benefits that students will get after following the learning process.
		• Trigger question	√		Trigger questions created by the teacher for cultivate curiosity and thinking skills critical in students.
		• Teaching Preparation	√		An effort to estimate the actions to be taken in learning activities, especially those related to competency formation.
		• Learning activities	√		Steps of learning activities are written sequentially according to the duration of time planned.

		<ul style="list-style-type: none"> • Assessment 	√		Achievement criteria must be clearly defined according to the purpose-defined learning.
		<ul style="list-style-type: none"> • Enrichment and Remedial 	√		Enrichment is a learning activity that given to students with high achievement they can fully develop their potential optimal. Remedial is given to students who need guidance to understand the material or repeat learning.
		<ul style="list-style-type: none"> • Students and Teachers reflections 	√		Students and teachers reflections are one of the learning activities that involve students providing feedback orally and in writing to teachers in class.
3.	Appendices	<ul style="list-style-type: none"> • Student worksheet 	√		Intended for students (not a teacher) and can be reproduced as needed to be given to students including participants nonregular students.

		• Teacher and student reading materials	√		Used as a lighter before the activity starts or for deepen understanding of the material at the time or end Learning Activities.
		• A glossary	√		A glossary is required for words or terms that require more explanation deeply.
		• Bibliography	√		Reference sources used in the development of Modul Ajar.

Table Analysis of Modul Ajar 2

NO.	Component	Aspects analysed	The Suitability		Information
			Yes	No	
1.	General information	• Identity of the Modul	√		Information about the Modul Ajar developed consist of: Compiler's name, institution, and year of compilation, Teaching Module, School level, Class, and Time Allocation.
		• Initial competence		√	The knowledge and skills students must have beforehand to study a certain topic.

		<ul style="list-style-type: none"> • Pancasila students' profile 	√		The ultimate goal of a learning activity related to the formation of student character
		<ul style="list-style-type: none"> • Facilities and infrastructure 	√		Facilities and materials needed to support learning activities.
		<ul style="list-style-type: none"> • Target Learners 	√		Students who are targeted namely; Regular students, students with learning difficulties, and students with high achievement.
		<ul style="list-style-type: none"> • The learning 		√	Model or learning framework that provide a systematic overview of the implementation learning.
2.	Core Componets	<ul style="list-style-type: none"> • Learning Objectives 	√		Learning objectives can take many forms: knowledge in the form of facts and information, as well as procedural, conceptual understanding, thinking and reasoning skills, and collaborative and strategic communication
		<ul style="list-style-type: none"> • Meaningful Understanding 		√	Information about the benefits that students will get after following the learning process.

		• Trigger question	√		Trigger questions created by the teacher for cultivate curiosity and thinking skills critical in students.
		• Teaching Preparation	√		An effort to estimate the actions to be taken in learning activities, especially those related to competency formation.
		• Learning activities	√		Steps of learning activities are written sequentially according to the duration of time planned.
		• Assessment	√		Achievement criteria must be clearly defined according to the purpose-defined learning.
		• Enrichment and Remedial	√		Enrichment is a learning activity that given to students with high achievement they can fully develop their potential optimal. Remedial is given to students who need guidance to understand the material or repeat learning.

		<ul style="list-style-type: none"> • Students and Teachers reflections 	√		Students and teachers reflections are one of the learning activities that involve students providing feedback orally and in writing to teachers in class.
3.	Appendices	<ul style="list-style-type: none"> • Student worksheet 		√	Intended for students (not a teacher) and can be reproduced as needed to be given to students including participants nonregular students.
		<ul style="list-style-type: none"> • Teacher and student reading materials 		√	Used as a lighter before the activity starts or for deepen understanding of the material at the time or end Learning Activities.
		<ul style="list-style-type: none"> • A glossary 	√		A glossary is required for words or terms that require more explanation deeply.
		<ul style="list-style-type: none"> • Bibliography 	√		Reference sources used in the development of Modul Ajar.

B. Modul Ajar

1. Modul Ajar 1 Teacher B

MODUL AJAR BAHASA INGGRIS

1. INFORMASI UMUM

A. IDENTITAS MODUL

Nama	: Rina Praptiningsih, S.Pd
Sekolah	: SMA N 1 Karangdowo
Mata Pelajaran	: Bahasa Inggris
Materi	: Expression of Asking and Giving Opinion
Jenjang	: SMA
Kelas	: XI { Sebelas }
Fase	: F
Elemen CP	: Menyimak – Berbicara Menulis dan Presentasi
Alokasi waktu	: 4 x 45 Menit [2 pertemuan]

B. CAPAIAN PEMBELAJARAN

Pada Akhir Fase F, Peserta peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan mereka. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan mereka dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka

menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian konteks.

C. KOMPETENSI AWAL

Dari hasil tes awal yang sudah dilakukan di hasilkan :

1. Peserta didik memahami conversational sederhana
2. Peserta didik memahami cara bertanya dan merespon dalam percakapan

D.. PROFIL PELAJAR PANCASILA

1. Beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia.
2. Bergotong-Royong : Proses pembelajaran dilakukan berkelompok
3. Berkebimekaan global
4. Mandiri
5. Bernalar kritis dan Kreatif : Menghasilkan gagasan orisinal, menggabungkan beberapa. Gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan perasaanya.

D. SARANA DAN PRASARANA

1. Ruang Kelas , Laptop. LCD Proyektor, HP, Speaker, Jaringan Internet, Papan Tulis, Kertas.
2. Slide Presentasi/ PPT, LKPD, Wa, lembar Penilaian
3. Buku Bahasa Inggris , Link Youtube .

E. MODEL PEMBELAJARAN

1. Model : Problem Based Learning
2. Metode : Diskusi, Tanya jawab dan Presentasi
3. Penguatan Pendidikan Karakter : Religius, Mandiri, Kejujuran, Disipin dan gotong Royong.

F. TARGET PESERTA DIDIK

- 1 Peserta didik: tidak ada kesulitan dalam mencerna dan memahami materi.

2 Peserta didik dengan kesulitan belajar:

- Memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan audio.
- Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang.

3 Peserta didik dengan pencapaian tinggi:

Mencerna dan memahami dengan cepat, mampu mencapai keterampilan berpikir tingkat tinggi (HOTS), dan memiliki keterampilan memimpin.

2. KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

1. Peserta didik di harapkan mampu menganalisis makna secara kontekstual fungsi sosial, struktur teks dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat [asking dan giving opinion] secara kritis, kreatif dengan tingkat kelancaran dan ketepatan optimal.
2. Peserta didik di harapkan mampu menangkap makna secara kontekstual fungsi sosial, struktur teks dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat [asking dan giving opinion] secara kritis, kreatif dengan tingkat kelancaran dan ketepatan optimal

B. PEMAHAMAN BERMAKANA

Setelah pembelajaran peserta didik mengetahui :

1. Penggunaan ungkapan asking and giving opinion
2. Pentingnya membangun dialog dalam teks transaksional dengan ungkapan asking dan giving opinion.

C. PERTANYAAN PEMANTIK



1. What do you think about the picture (bullying)
2. Do you think that bullying is a good phenomenon? Why?

D. PERSIAPAN PEMBELAJARAN

- Menyiapkan materi bahan ajar
- Menyiapkan lembar kerja siswa
- Menentukan metode pembelajaran

E. KEGIATAN PEMBELAJARAN

Sintak	Langkah-langkah Kegiatan	Alokasi Waktu
	<p style="text-align: center;">PERTEMUAN KE 1</p> <p>Kegiatan awal</p> <ul style="list-style-type: none"> ▪ Guru memberi salam kepada peserta didik ▪ Guru mengajak peserta didik berdoa ▪ Guru mengecek kehadiran peserta didik ▪ Guru menanyakan materi sebelumnya ▪ Guru memberikan ice breaking untuk membangun semangat belajar ▪ Guru memberikan pertanyaan pemantik berdasarkan gambar ▪ Peserta didik dijelaskan mengenai tujuan pembelajaran ▪ Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran ▪ Guru menjelaskan asesmen yang akan didapatkan peserta didik 	10 m
Orientasi	<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan beberapa tampilan gambar tentang fenomena bullying yang 	70 m

Sintak	Langkah-langkah Kegiatan	Alokasi Waktu
pesertadidik pada masalah	<p>terjadi disekolah.</p>   <ol style="list-style-type: none"> 2. Peserta didik di minta untuk melihat dan memperhatikan video fhenomena bullying yang akan ditayangkan dalam pembelajaran link video : https://youtu.be/1XrbSTwToEs?si=ecXTmmzL69734jZq 3. Peserta didik diminta untuk menganalisis gambar-gambar dan isi tayangna video tersebut dan memberikan pendapatnya. 4. Guru menghubungkan materi <i>asking and giving opinion</i> dengan <i>bullying</i> yang sering terjadi di sekolah-sekolah. 	

Sintak	Langkah-langkah Kegiatan	Alokasi Waktu
Mengorganisasi peserta didik untuk belajar	<p>a. Peserta didik diminta untuk menyampaikan pendapat secara lisan berdasarkan pertanyaan sebagai berikut</p> <ul style="list-style-type: none"> i. Menurut anda apa saja yang harus kita lakukan agar bullying tidak terjadi disekolah? ii. Apabila anda seorang kepala sekolah menurut anda langkah apa yang akan dilakukan apabila disekolah terjadi bullying? <p>b. Peserta didik di bagi dalam beberapa kelompok untuk mendiskusikan ungkapan-ungkapan yang digunakan dalam <i>asking and giving opinion</i> dalam kehidupan sehari-hari</p>	
Membimbing penyelidikan individu maupun kelompok	<ol style="list-style-type: none"> 1. Setelah peserta didik dibagi dalam kelompok, setiap kelompok diminta membuat percakapan sederhana menggunakan ungkapan <i>asking and giving opinion</i>. 2. Peserta didik berdiskusi dan mencatat hasil diskusi terkait ungkapan <i>asking and giving opinion</i> dan responnya beserta contoh teks percakapannya 	
Mengembangkan dan menyajikan	Setiap kelompok mempresentasikan hasil diskusi dan ditanggapi kelompok lainnya.	

Sintak	Langkah-langkah Kegiatan	Alokasi Waktu
hasil karya		
Menganalisis dan mengevaluasi proses pemecahan masalah	<ol style="list-style-type: none"> 1. Setiap kelompok menyimpulkan hasil diskusi dan guru memberi penguatan tentang hasil diskusi peserta didik 2. Peserta didik melakukan evaluasi akhir <p>Kegiatan Akhir</p> <ol style="list-style-type: none"> 1. Guru memberikan umpan balik terhadap proses pembelajaran 2. Guru menyampaikan pendapat atas perasaan atas pembelajaran yang dilakukan 3. Guru menyampaikan kesimpulan dari kegiatan pembelajaran hari ini. 4. Guru memberikan masukan baik dari aspek struktur teks, kebahasaan, maupun ucapan, tekanan kata dan intonasi 5. Menyampaikan rencana kegiatan pertemuan berikutnya 	10 m
	<p align="center">PERTEMUAN KE 2</p> <p>Kegiatan awal</p> <ul style="list-style-type: none"> ▪ Guru memberi salam kepada peserta didik ▪ Guru mengajak peserta didik berdoa ▪ Guru mengecek kehadiran peserta didik ▪ Guru memberikan ice breaking untuk membangun semangat belajar ▪ Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran 	

Sintak	Langkah-langkah Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> ▪ Guru mengingatkan materi sebelumnya 	
Orientasi peserta didik pada masalah	<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Peserta didik di minta untuk membaca teks dialog asking and giving opinion 2. Peserta didik di berikan lembar kerja untuk mencari manakah kalimat yang menunjukkan ungkapan memberi pendapat 3. Guru menghubungkan bacaan teks monolog dengan ungkapan asking and giving opinion 	10 m
Mengorganisasi kan Peserta didik untuk belajar	<ol style="list-style-type: none"> 1. Peserta didik dikelompokkan secara berpasangan 2. Peserta didik di minta untuk mendiskusikan dialog rumpang yang di berikan oleh guru 3. Peserta didik diminta untuk menuliskan dialog berdasarkan panduan guru 	70 m
Membimbing penyelidikan individu maupun kelompok	<ol style="list-style-type: none"> 1. Setelah peserta didik dikelompokkan secara berpasangan, mereka diminta untuk merespon pertanyaan guru 2. Peserta didik berdiskusi dan mencatat hasil diskusi terkait ungkapan <i>asking and giving opinion</i> dan responnya beserta contoh teks percakapannya 3. Setiap kelompok mempresentasikan 	

Sintak	Langkah-langkah Kegiatan	Alokasi Waktu
	hasil diskusi dan ditanggapi kelompok lainnya.	
Mengembangkan dan menyajikan hasil karya	<ol style="list-style-type: none"> 1. Setiap kelompok menyimpulkan hasil diskusi dan guru memberi penguatan tentang hasil diskusi peserta didik 2. Peserta didik melakukan evaluasi akhir 	
Menganalisis dan mengevaluasi process pemecahan masalah	<p>Kegiatan Akhir</p> <ol style="list-style-type: none"> 1. Guru memberikan umpan balik terhadap proses pembelajaran 2. Guru menyampaikan pendapatnya atas perasaan atas pembelajaran yang dilakukan 3. Guru menyampaikan kesimpulan dari kegiatan pembelajaran hari ini. 4. Guru memberikan masukan baik dari aspek struktur teks, kebahasaan, maupun ucapan, tekanan kata dan intonasi 5. Menyampaikan rencana kegiatan pertemuan berikutnya 	

E. ASESMEN

Rancangan Asesmen Diagnostik

A. Diagnostik Non-Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)

Persiapan : Menyiapkan media misalnya kertas

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	1. Apakah kamu pernah memberi pendapat kepada orang lain?
	2. Apakah teman kamu suka berdiskusi membahas sebuah topik yang ada di sekolah?
Pengenalan jenis teks	1. Apakah temanmu pernah mengungkapkan pendapatnya tentang hal yang berkaitan dengan sesuatu yang ada di sekolah?

B. Diagnostik Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)

Persiapan : Menyiapkan media misalnya kertas

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Materi yang diujikan : Expressing opinion

Pertanyaan	Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
A:What do you think about bullying in the school	I think it has negative impact to students	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan

B:	I don't think so.	Paham sebagian	Memberikan pembelajaran remedial
	Thank you.	Tidak paham	Memberikan pembelajaran remedial
A:What do you think a bullying is criminal act ? B:	Im my opinion a bullying is criminal act that make someone fell down	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	I think so.	Paham sebagian	Memberikan pembelajaran remedial
	We must avoid bullying	Tidak paham	Memberikan pembelajaran remedial

Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan

Persiapan : Menyiapkan LKPD

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperlihatkan kan tayangan video fhenomena berisi opini bullying , oeserta didk dapat menganalisi struktur teks dan unsur kebahasaan secara mandiri.	Pertemuan 1	Lisan/ unjuk kerja

2. Peserta didik mampu menyusun monolog/dialog berisi opini lisan dengan bahasa sendiri sesuai konteks yang diberikan.	Pertemuan 1	Unjuk Kerja
3. Peserta didik mampu mempresentasikan monolog/dialog berisi opini lisan di hadapan kelas dengan penuh tanggungjawab	Pertemuan 1	Unjuk Kerja
4. Disediakan monolog/dialog berisi opini tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Pertemuan 2	Tertulis
5. Peserta didik mampu membuat monolog/dialog berisi opini tulis dengan bahasa sendiri sesuai konteks yang diberikan.	Pertemuan 2	Tertulis
Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen

Rancangan Asesmen Sumatif

Waktu dilakukan : L diakhir semester

Persiapan : Menyiapkan daftar soal

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
1. peserta didik mampu membuat monolog dialog asking and giving opinion . 2. peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri.	2 1	Soal easy
2. Peserta didik mampu menyusun monolog/dialog berisi opini lisan dengan bahasa sendiri sesuai konteks yang diberikan.	1	Soal essay
3. Peserta didik mampu mengungkapkan monolog/dialog berisi opini lisan di hadapan kelas dengan penuh tanggungjawab	1	Soal essay
4. Disediakan monolog/dialog berisi opini tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	4	Soal Reading
5. Peserta didik mampu membuat monolog/dialog berisi opini tulis dengan bahasa sendiri sesuai konteks yang diberikan.	2	Soal Reading

F. PENGAYAAN DAN REMEDIAL

1. Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
2. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.

G. REFLEKSI PESERTA DIDIK DAN GURU

1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik pesertadidik?
2. Apakah semua peserta didik nyaman belajar dalam kelompoknya?
3. Pada bagian mana dari materi ini peserta didik mudah memahami?
4. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

Terlampir

B. BAHAN BACAAN GURU DAN PESERTA DIDIK

Lembar Kerja Peserta Didik

C. GLOSARIUM

Opinion : **Pendapat**

Asking : **Meminta**

Giving : **Memberi**

D. DAFTAR PUSTAKA

Lande, Shyla. 2017. Forward English for Vocational School.

Jakarta:

Penerbit Erlangga. Frank, Marcella. 2013. Modern English. Jakarta:

Stamford Heile

Kepala

SMA Negeri 1 Karangdowo

Guru mata Pelajaran

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NIP. 19710722 199903 1 006

Rina Praptiningsih, S.Pd.

NIP. 19760224 202321 2

004

BAHAN AJAR

A. Pengertian

Asking (Menanyakan), Giving (Menjawab), Opinion (Pendapat/Opini)
 Asking and Giving Opinion ialah salah satu ungkapan yang digunakan untuk menanyakan maupun menjawab/ menanggapi suatu pendapat.

B. Ungkapan Asking and Giving Opinion

1. Asking Opinion

- What do you think about...?
- What are your thoughts on...?
- How do you feel about...?
- What's your opinion about...?

2. Giving Opinion

- I think...
- I believe...I feel...
- In my opinion...I would say...
- I really think...
- I strongly believe...
- I truly feel...From my perspective... In my view... It seems to me that...
- In my honest opinion...

3. Agreeing with an Opinion

- Of course.
- This is absolutely right.

- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so too.

4. **Disagreeing with an opinion**

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that.....
- I can't say I agree with this, and here's why.....

Source:

<https://www.jagoanbahasainggris.com/2017/03/materi-expressing-of-asking-and-giving-opinion-kelas-xi.html>

C. Contoh Percakapan Asking & Giving Opinion

Vic : Hi Kev, have you heard
about the new bakery store? Kev

: Yes, I have

Vic : What do you think about it?

Kev : Personally, I think the
flavor is little bit too sweet Vic

: Hmm, I disagree with
you.

Kev : Then, what is your point of view?

Vic : In my opinion the cake and bread is delicious.

Kev : Fair enough, As far as I am concerned they're still
new so they can still develop. Vic : Yes, I totally agree with
you.

Source:

<https://www.ef.co.id/englishfirst/kids/blog/penjelasan-asking-and-giving-opinion-dalam-bahasa-inggris/>

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ACTIVITY 2

Menganalisis dan menangkap makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (*asking & giving opinion*).

Choose the best answer!

1. Justin : Next week We will have a long holiday. So, on your holiday what are you going to do Yoona?
Yoona :
 - A. I don't know where I go
 - B. I'm sorry, I can't tell you
 - C. This is not your business
 - D. I have nothing to do
 - E. I'm thinking of going to Jogja .
-
2. Liana : Film of Kartini it's so inspiring. And what do you think about their spiring fil of Kartini? Bram : I think...
 - A. Thank you, Kartini
 - B. You forget Kartini's day
 - C. I can't hear you call Kartini
 - D. I love Kartini's film its so inspiring me
 - E. Let's go
-
3. Jamilah : I think our city is saved from the virus, so we can go around.
Ellisa : But I don't think so,... Our city is not saved. We must stay at home at least in lock down time.
 - A. In my opinion
 - B. She forgets it

- C. See you next time
- D. You know it
- E. I am thinking of the virus

4. Drue: May I know what you think of my short story?

Julia : It's a good story, but I suggest changing the title with an interesting title. Drue : Nice opinion.

Thanks, Julia.

Julia : Anytime, Drue!

From the dialogue above between Julia and Drue, Julia is...

- A. Giving order
 - B. Asking for an opinion
 - C. Asking for attention
 - D. Giving an opinion
 - E. Giving hand
5. Bintang : After school Herman feels very tired and he gets dizzy. Sonia: I think
And if it's not necessary he doesn't leave the bed.
- A. You must go to school
 - B. You have to take him to the hospital
 - C. He should lie down and have bed rest time
 - D. She would take rest
 - E. He can see the doctor n

5 Damrr : ... our Biology class is so fun and very interesting.

Tania : Yes, you are right I think so too. The Biology teacher conveys the lesson interestingly, making the classroom atmosphere pleasant.

- A. The teacher disagree
- B. Tania agree
- C. I don't like it
- D. I think
- E. I'm not sure one hundred percent

6. James : This day is Mother's day and I want to give her my painting.
When you look at my painting what do you think about it?

Ron : It's so beautiful and amazing, and I think you must develop your painting talent to a professional level.

James : That opinion sounds great. Thanks full for your opinion, Ron. Ron : It's my pleasure.

From the conversation about painting, Ron is...

- A. Asking a time
- B. Giving an opinion
- C. Asking for a gift
- D. Giving a lot of hands
- E. Asking for his help

7. Dahlia : Jennifer, would you like to give me an opinion about my poetry?

Jennifer : Of course! I think you should use attractive themes and

titles. It would be great poetry. Dahlia : Thank you very much,
Jennifer.

Jennifer : It's okay
The dialogue above tells us that Dahlia is...

- A. Make a wish
- B. Asking for sing a song
- C. Waiting for help
- D. Sharing an opinion
- E. Asking for an opinion

8. Jake : Rose, what do you
think of my chocolate cake?

Rose : It's so delicious! I
really love this cake!

Jake : I'm so
Pleased in the dialogue, Jake
is....

<https://englishclas.com/contoh-soal-asking-giving-opinion-pilihan-ganda/>

- A. Giving advice
- B. Asking for an opinion
- C. Requesting for gift
- D. Giving baker cake
- E. Asking for help

9. children should be taught from an early age to be independent
and responsible.

- A. In my opinion
- B. They want to learn
- C. You can't believe
- D. He totally understands
- E. Do you think that

MEDIA AJAR

ASKING AND GIVING OPINION



WHAT IS THE SOLVE PROBLEM?

EXAMPLES OF OPINIOS:

- I believe bullying is unacceptable practice in our school.
- I think it's wrong, because many people committed suicide because they were bullied by their friends.

SO, WHAT IS OPINION...?

Opinion is the way your feel or think about something. Our opinion about something and someone is based on our perspective. Whenever we give or express our opinion, it's important to give reasoning or an example to support our opinion.



• Social Function :

To help someone who needs any suggestion or advice by giving our personal idea and opinion in our daily life.

ASKING OPINION



GIVING OPINION

1. I think ...
(*Saya pikir ...*)
2. My opinion is ...
(*pendapatku adalah ...*)
3. According to me ...
(*Menurutku ...*)

INSTRUMEN PENILAIAN

A. RUBRIK PENILAIAN WRITING

Dimension	Weight (W)	Score (1 - 5)	Descriptors
Ideas	3		Idea is relevant with the substance of the assignment Topic sentence is developed by accurate and adequate details Rich insight about the topic
Organization	3		Ideas are arranged logically and cohesively Ideas are conveyed clearly, smoothly, and effectively
Grammar	2		Using complex and effective sentences Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i>
Vocabulary style	2		Rich with vocabulary The selection and the usage of words and idioms are accurate and appropriate with register Good mastery of words formation
Mechanics	2		Showing good mastery in writing convention Showing good ability in using punctuation and capital letters accurately Inconsiderable spelling mistakes

Score maximal: 60

$$\text{Students score} = \frac{SXW}{\text{MaximalScore}} \times 100$$

Note:

85 – 100 = Verry Good

70 – 84 = Good

55 – 69 = Okay

54 – 0 = Poor

B. RUBRUK PENILAIAN SPEAKING SKILL

Aspects	Weight	Criteria				Score
		1	2	3	4	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	2	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Accuracy	2	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly all the time, no mispronounced words	
Performance skill	2	Speaking in volume which is almost inaudible, no facial expression, and not communicative	Mumbling, flat facial expression, and less communicative	Speaking in soft voice, but can be understood, good facial expression, and communicative enough	Speaking clearly and loudly, good facial expression, and communicative	

Maximum Score = 100

Minimum Score = 25

$$\text{Students score} = \frac{\text{totalscore}}{40} \times 100$$

Note:

85 – 100 = Verry Good

70 – 84 = Good

55 – 69 = Okay

54 – 25 = Poor

Refleksi untuk guru	<ol style="list-style-type: none"> 1. Keberhasilan apa saja yang sudah dicapai di tujuan pembelajaran ini? 2. Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran?apakah itu cara mengajar saya? 3. Apa yang harus diperbaiki bila siswa tidak paham penjelasan saya? 4. Siswa mana yang membutuhkan perhatian khusus?
Refleksi untuk siswa	<ol style="list-style-type: none"> 1. Before I studied this material, I didn't understand about: ... 2. When I was studying this material ✚ Difficulties:.... ✚ How I overcome the difficulties..... 3. After I have studied this material, I think.....

2. Modul Ajar 2 Teacher B

Modul Bahasa Inggris Kelas XI Fase F	
A. INFORMASI UMUM DAN KOMPETENSI	
IDENTITAS SEKOLAH	
Nama Penyusun	Sutarmi S.Pd
Nip	19800421 202321 2 009
Nama Sekolah	SMAN 1 Karangdowo
Mapel	Bahasa Inggris
Kelas	XI
Fase	F
Alokasi Waktu	8 × 45 menit (4 Pertemuan), 1 pertemuan = 2 × 45 menit
Materi pokok	Digital Literacies and My Identities
Jumlah Siswa	
Capaian Pembelajaran	<p>Menyimak (Listening) Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengar yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi. <i>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject and to comprehend main ideas of complex listened texts, on both concrete and abstract topics (on events in their surrounding and current issue), including those specialised ones relevant to other subjects in the curriculum in Narrative, Exposition and Discussion texts.</i></p> <p>Membaca (Reading) Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi. <i>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can comprehend main ideas of complex written texts, both in print and on screen, single or multiple, both on concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialised ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition and Discussion.</i></p> <p>Menulis (Writing)</p>

	<p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.</p> <p><i>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can produce texts with a clear and detailed structure of organisation on different topics, and express ideas or opinions on a certain issues or topics by explaining the strengths and weaknesses or arguments for and against of different choices or opinions.</i></p> <p>Berbicara (Speaking)</p> <p>Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, dan diskusi.</p> <p><i>At the end of this Phase, students are expected to achieve the targeted competence in the compulsory English subject and can interact fluently and spontaneously, and can interact regularly with English native speakers and quite possibly without hindrances for both sides of interactants or can interact in these text types that is Narrative, Exposition and Discussion.</i></p>
Profil Pelajar Pancasila yang Berkaitan	<ul style="list-style-type: none"> • beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia • berkebinekaan global • bergotong-royong • Mandiri • bernalar kritis, dan • kreatif.
Sarana Prasarana	<p>Ruang kelas / outdoor</p> <p>Alat dan Bahan : Komputer/Laptop, Internet</p> <p>Materi dan Sumber Ajar: LMS, Modul, Buku, Slide, Video, Gambar</p>
Target Peserta Didik	<p><i>Peserta didik kelas XI (FASE F) yang menjadi target yaitu peserta didik reguler atau inklusif</i></p>
<p>KEGIATAN PEMBELAJARAN 1 (4 JAM PELAJARAN @ 45 MENIT)</p>	
Kata Kunci	<ul style="list-style-type: none"> • <i>social interaction/ discussion</i> • <i>digital literacies</i> • <i>future identities</i> • <i>word stress</i> • <i>multimodal text</i>

	<ul style="list-style-type: none"> • <i>authors/content creators' purposes</i> • <i>implicit information</i> • <i>inference</i> • <i>subject question</i> • <i>social media caption/post</i> • <i>transitional words</i> • <i>graphic organizer</i>
Pertanyaan Pemantik	<ul style="list-style-type: none"> • <i>How do digital literacies help shape my future identities?</i>
Ketersediaan Materi	<ul style="list-style-type: none"> • Pengayaan untuk siswa • Alternatif penjelasan, metode pembelajaran, atau pemahaman materi oleh siswa
Assesmen	<ul style="list-style-type: none"> • Assesmen individu atau kelompok • Tes tertulis/pengetahuan/wawancara/praktik
Unit kegiatan	<ul style="list-style-type: none"> • Individu / kelompok
Persiapan Pembelajaran	<ul style="list-style-type: none"> • Menyiapkan materi bahan ajar • Meyiapkan lembar kerja siswa • Menentukan metode pembelajaran
DETAIL KEGIATAN PEMBELAJARAN 1 LISTENING	
Strategi Pembelajaran	
<ul style="list-style-type: none"> • Melalui penerapan student-oriented learning (yaitu GBA dan CL) secara konsisten sebagaimana tereleksi di buku ini, peserta didik secara bertahap mengembangkan dan mencapai Keterampilan Abad Ke-21, yaitu penalaran kritis, kreativitas, kolaborasi, komunikasi, kepemimpinan, produktivitas, dan keterampilan sosial. Dengan Keterampilan Abad Ke-21 yang mereka miliki, peserta didik memiliki bekal yang cukup untuk bertransformasi, yaitu mencapai identitas yang diidamkan dan menjadi individu-individu yang merdeka. Konsistensi penerapan GBA dan CL juga membuat peserta didik mengetahui bagaimana pelajaran mereka akan berlangsung, termasuk tentang pengaturan tempat duduk agar kerja individu, berpasangan, kelompok, dan diskusi kelas berlangsung dengan efektif. Mereka terbiasa dengan variasi tersebut beserta dinamikanya. Dengan demikian, dengan pengarahan dari guru, peserta didik berkontribusi pada pengelolaan kelas sekaligus pengelolaan keselamatan kerja mereka dalam proses pembelajaran. Terkait keselamatan psikis peserta didik, diharapkan guru dapat mengecek terlebih dahulu semua sumber belajar yang akan digunakan, khususnya tautan dan video online. Pengecekan tersebut diperlukan agar peserta didik tidak terpapar iklan-iklan yang tidak sesuai untuk remaja. 	
Aktivitas Pemantik	
<ul style="list-style-type: none"> • Guru mengajak peserta didik membaca buku tentang <i>BAHASA INGGRIS English for Change</i> pelajar dapat membuat daftar kata baru yang dipelajari dari bacaan tersebut. • Guru meminta pelajar secara berpasangan mendiskusikan, tentang materi yang sudah diketahui, mana yang menurut mereka paling menarik dan ingin diketahui lebih lanjut. • Guru membahas daftar kata baru yang sudah dicatat peserta didik, kemudian memberi kesempatan pelajar untuk menuliskan pertanyaan-pertanyaan yang terlintas setelah membaca di buku <i>BAHASA INGGRIS English for Change</i> 	

Pendahuluan

- Guru Mengucapkan salam, senyum, dan sapa kepada peserta didik dan memimpin doa sebelum memulai pelajaran. Selanjutnya, memberikan perhatian kepada peserta didik. Misalnya, dengan menanyakan kabar
- dan berkeliling menghampiri beberapa peserta didik di kelas.
- Guru Memberikan motivasi belajar, misalnya melalui cerita dan video pendek inspiratif dengan durasi maksimal tiga menit.
- Guru Menyurvei kondisi internal peserta didik, misalnya dengan mengisi angket untuk mengidentifikasi kecenderungan gaya belajar dan motivasi belajar.
- Guru Memberikan gambaran umum alur tujuan pembelajaran di kelas XI serta membangun kesepakatan atau kontrak pembelajaran ke depan.
- Guru Menyampaikan tujuan pembelajaran, peta konsep, dan apersepsi materi yang akan disajikan.

Kegiatan Inti

Building Knowledge of the Field

Activity 1

Tujuan: Peserta didik memahami manfaat diskusi dalam kehidupan sehari-hari dan mengetahui bahwa materi yang dipelajari di sekolah adalah hal-hal yang diperlukan dalam kehidupan mereka.

Petunjuk pembelajaran: Unit 1 berfokus pada literasi digital, tepatnya penggunaan teknologi digital (khususnya platform media sosial) untuk membantu mengonstruksi identitas yang diidamkan oleh peserta didik. Maka, diharapkan jaringan Wi-Fi internet di sekolah dapat digunakan oleh para peserta didik karena diperlukan dalam sebagian besar kegiatan pembelajaran. Prosedur Think-Pair-Share yang digunakan dalam **Activity 1** ini dapat dilihat dalam lampiran Prosedur *Cooperative Learning* (CL) pada halaman 274 buku ini.

Berikan waktu yang cukup pada peserta didik untuk melihat gambar dan mempersiapkan jawaban atas pertanyaan yang diberikan (Think). Untuk mendiskusikan jawaban, peserta didik bekerja berpasangan (Pair). Dengan demikian, mereka siap untuk menyampaikan jawaban ke seluruh anggota kelas (Share). Berikut contoh instruksi guru saat meminta para peserta didik bekerja berpasangan, "*Turn to someone next to you. You will work with her/him.*"

Activity 2

Tujuan: Peserta didik memahami manfaat diskusi dalam kehidupan sehari-hari dan mengetahui bahwa materi yang dipelajari di sekolah adalah hal-hal yang diperlukan dalam kehidupan mereka.

Petunjuk pembelajaran: Secara mandiri, peserta didik mengisi tabel yang telah disediakan. Tidak perlu meminta mereka mengisinya dengan kalimat lengkap. Pola yang disarankan adalah penggunaan *gerund/verb-ing* untuk menulis alasan. Contohnya: *Getting solutions for our problems*. Ingatkan peserta didik bahwa isian dalam tabel akan digunakan dalam aktivitas berikutnya.

Activity 3

Tujuan: Peserta didik memahami manfaat diskusi dalam kehidupan sehari-hari dan mengetahui bahwa materi yang dipelajari di sekolah adalah hal-hal yang diperlukan dalam kehidupan mereka.

Petunjuk pembelajaran: Minta peserta didik untuk kembali berpasangan, yaitu dengan teman saat bekerja berpasangan dengan metode Think-Pair-Share (**Activity 1**). Dalam **Activity 3**, mereka belajar melalui RallyRobin. Prosedurnya dapat dilihat dalam lampiran Prosedur *Cooperative Learning* (CL) pada halaman 274 buku ini.

Langkah kedua dalam teknik ini telah peserta didik selesaikan dalam **Activity 2**, yaitu mengisi tabel yang telah disediakan untuk mendaftar alasan-alasan mengapa diskusi diperlukan dalam kehidupan sehari-hari.

Catatan tentang Pembelajaran Kooperatif: Jika pembelajaran di- selenggarakan daring, contohnya melalui fitur *meeting* pada aplikasi Zoom, dua kegiatan pembelajaran kooperatif ini (Think-Pair-Share dan RallyRobin) dapat berlangsung dalam *breakout rooms*.

Modeling of Text

Activity 4

Tujuan: Peserta didik mengetahui dan menguasai materi utama dalam pembelajaran menyimak mereka.

Petunjuk pembelajaran: Bagian ini memuat materi utama dalam pembelajaran menyimak ini, yaitu tentang: *expressions for stating opinion, agreeing and disagreeing*. Setelah peserta didik menyelesaikan tahapan Building Knowledge of the Field, mereka memahami pentingnya diskusi dalam kehidupan sehari-hari. Arahkan peserta didik untuk membaca contoh-contoh ekspresi yang menjadi target. Melalui *mini- lesson* (paparan pendek selama sekitar 2–3 menit), guru membahas materi yang tersedia. Tidak perlu meminta peserta didik untuk berlatih mengucapkan setiap ekspresi yang ada karena *pronunciation* bukan cakupan dalam pembelajaran menyimak kali ini. Pastikan semua peserta didik memahami arti dari setiap ekspresi yang ada dalam daftar. Mereka dapat saling bekerja sama untuk itu.

Activity 5

Tujuan: Peserta didik menggunakan ekspresi-ekspresi yang baru saja mereka pelajari untuk mendiskusikan topik yang selaras dengan tema pada Unit 1 ini. Petunjuk pembelajaran: Setelah sebelumnya bekerja sama secara berpasangan, dalam kegiatan ini peserta didik bekerja sama melalui RoundRobin. Mereka bekerja dalam kelompok yang terdiri atas empat anggota. Prosedurnya dapat dilihat dalam lampiran Prosedur *Cooperative Learning (CL)* pada halaman 274 buku ini.

Sebelum memulai RoundRobin, pastikan semua peserta didik siap dengan jawaban atas pertanyaan yang diberikan. Mengapa? Agar mereka siap dan percaya diri untuk bergantian menyebut jawaban masing-masing dalam bahasa Inggris.

Arahkan peserta didik untuk menjawab pertanyaan tersebut dengan menggunakan *expression for stating opinion* yang sesuai. Ingatkan mereka agar aktif dalam mendengarkan jawaban-jawaban yang diutarakan oleh anggota kelompok masing-masing. Tujuannya adalah agar rentang kosakata mereka bertambah. Arahkan peserta didik untuk memberikan respons atas jawaban anggota kelompok sebelum mereka menyampaikan jawaban sendiri. Minta mereka untuk menggunakan *expressions for agreeing or disagreeing* yang sesuai. Guru juga diharapkan dapat leksibel dalam mengelola berlangsungnya RoundRobin. Sebagai contoh: memperbolehkan peserta didik memberikan inti jawaban yang sama dengan yang telah disampaikan anggota kelompok mereka tetapi dengan kalimat mereka sendiri.

Activity 6a dan 6b

Tujuan: Peserta didik mendapat perspektif berbeda dari orang lain terkait isu yang menjadi fokus dan melihat bagaimana orang lain menggunakan ekspresi-ekspresi yang menjadi target dalam pembelajaran menyimak mereka. Peserta didik juga mendapatkan pemahaman yang lebih baik tentang cara teknologi dan literasi

digital dapat membantu generasi muda mengonstruksi identitas idamannya, membantu mereka “menjadi” apa yang mereka cita-citakan—*becoming*.
 Petunjuk pembelajaran: Guru memperdengarkan rekaman percakapan kepada peserta didik di kelas. Rekaman percakapan dapat diakses dengan menggunakan tautan atau kode QR yang terdapat di bagian akhir buku.

Activity 6a: Setelah peserta didik mendengarkan rekaman, minta mereka untuk menuliskan ide atau wawasan baru yang didapat dari percakapan tersebut dalam buku catatan masing-masing. Lalu, peserta didik melengkapi tabel ekspresi yang tersedia.

Activity 6b: Arahkan peserta didik untuk menuliskan ekspresi-ekspresi lain yang mereka ketahui dalam buku catatan masing-masing, terutama yang masuk dalam kategori-kategori ekspresi yang tengah dipelajari.

Kegiatan alternatif: Apabila perangkat audio di kelas tidak memadai, guru dapat membacakan langsung percakapan tersebut. Berikut transkrip percakapan dalam audio yang digunakan dalam kegiatan ini.

<i>Gendis (female, SMA student)</i>	<i>: I don't think most of us see how social media ca</i>
<i>Kiko (male, SMA student)</i>	<i>: What do you mean?</i>
<i>Gendis</i>	<i>: Well, Kiko, if you take a closer look at our clas social media ... (not finishing her sentence).</i>
<i>Nuri (female, SMA student)</i>	<i>: I see where you're heading, Gendis. I am with social media mainly for showing off, which is no and others.</i>
<i>Kiko</i>	<i>: I am not sure about that. Why? Because I also figures in their fields. You both must know Dinda She is a model. I see her follow Kaia Gerber's In aims to be a world- class model just like Kaia?</i>
<i>Gendis</i>	<i>: Interesting!</i>
<i>Nuri</i>	<i>: Maybe we can investigate that and report it fo our Social Science project?</i>
<i>Kiko</i>	<i>: Sounds great, Nuri</i>
<i>Gendis</i>	<i>: Sure! Why not?</i>

Activity 7

Tujuan: Peserta didik memahami pentingnya penggunaan teknologi dan literasi digital untuk konstruksi identitas dambaan mereka. Peserta didik juga terekspos pada ekspresi-ekspresi yang menjadi target.

Petunjuk pembelajaran: Aktivitas mencocokkan tidak akan memakan waktu yang panjang. Selain untuk meningkatkan penguasaan peserta didik pada ekspresi-ekspresi yang menjadi target, kegiatan ini juga digunakan untuk memberikan

pemahaman yang mendalam tentang isu-isu terkait penggunaan teknologi dan literasi digital untuk konstruksi identitas dambaan anak-anak muda. Lalu, tantang para peserta didik untuk mengelaborasi pernyataan persetujuan atau ketidaksetujuan mereka berdasarkan informasi yang tersurat pada kolom A.

What Have You Learned So Far?

Tujuan: Peserta didik melihat relevansi sekolah dengan kehidupan.

Petunjuk pembelajaran: Dalam buku catatan masing-masing, peserta didik menulis inti materi pembelajaran menyimak kali ini serta hubungannya dengan kehidupan.

A Mid-Lesson Relection

Tujuan: Mengonstruksi identitas peserta didik sebagai Pelajar Pancasila, khususnya dimensi Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, terutama akhlak kepada manusia.

Petunjuk pembelajaran: Dengan membaca pengingat dan menjawab pertanyaan yang diberikan, peserta didik diajak untuk secara personal dan kolektif membangun empati kepada orang lain. Minta mereka untuk menyampaikan jawaban pada rekan di kelas. Arahkan peserta didik untuk melakukan *active listening* saat rekannya menyampaikan jawaban.

Joint Construction of Text

Activity 8

Tujuan: Melalui kerja sama dengan rekan-rekannya, peserta didik mengidentifikasi penggunaan ekspresi-ekspresi yang digunakan dalam percakapan yang mereka simak.

Petunjuk pembelajaran: Guru memperdengarkan rekaman percakapan kepada peserta didik di kelas. Peserta didik bekerja sama mengelompokkan ekspresi-ekspresi yang digunakan oleh penutur dalam dialog pada rekaman. Rekaman percakapan dapat diakses dengan menggunakan tautan atau kode QR yang terdapat di bagian akhir buku.

Kegiatan alternatif: Apabila perangkat audio di kelas tidak memadai, guru dapat membacakan langsung percakapan tersebut. Berikut transkrip percakapan dalam audio yang digunakan dalam kegiatan ini.

Kiko : I am proud of us, friends!
Gendis : I know, right? I think our report for the Social Science project made some strong points about social media and youth's identity construction.
Nuri : Exactly. The best part of the report is the data from our interview with Dinda, the model.
Gendis : I couldn't believe how much Dinda adored Kaia Gerber and was so inspired by her.
Nuri : I see what you mean! The fact that Dinda is now a well-read girl proves how she follows in Kaia's footsteps. Kaia is a total bookworm.
Kiko : Hello, girls! Remember who told you that Dinda followed Kaia's Instagram? Me! So, the credit goes to me!
Nuri : That's not right! Who came up with the idea of us doing some investigation on the issue? It was me!
Gendis : It's our work, guys! Cheers to our hard work!

Independent Construction of Text

Activity 9

Tujuan: Secara mandiri, peserta didik mengidentifikasi penggunaan ekspresi-ekspresi yang digunakan dalam percakapan yang mereka simak.

Petunjuk pembelajaran: Sesuai dengan nama tahapannya, yaitu Independent Construction of Text, **Activity 9** meminta peserta didik

untuk bekerja secara individu, yaitu mengelompokkan ekspresi- ekspresi yang digunakan oleh para penutur dalam sebuah teks lisan autentik, tepatnya sebuah *talk show*, menjadi tiga kategori sebagaimana yang telah mereka pelajari.

Kegiatan alternatif: Seperti tertulis dalam buku peserta didik, jika ada peserta didik yang memiliki keterbatasan dalam mengakses internet untuk keperluan menyaksikan *talk show* dan menganalisisnya, guru perlu menyediakan materi alternatif. Sebagai contoh, menyediakan materi menyimak berisi *talk show* yang siap untuk diputar tanpa harus menggunakan internet.

Rubrik penilaian: Aspek-aspek yang dapat dimasukkan ke dalam rubrik penilaian, di antaranya: 1) kelengkapan (terdapat tiga kategori ekspresi yang menjadi target, bobot: 40%); 2) ketepatan dalam pengelompokan (bobot: 40%); dan 3) ejaan (bobot: 20%).

Kegiatan remedial: Untuk peserta didik yang memerlukan kegiatan remedial, guru dapat memberi mereka materi menyimak yang ditujukan untuk kegiatan alternatif atau materi lain yang relevan. Lalu, peserta didik mengikuti langkah kerja serupa sebagaimana tertera pada tahapan ICot.

Linking Related Texts

Activity 10

Tujuan: Peserta didik melihat relevansi materi pembelajaran dengan kehidupan sehari-hari dan melihat bagaimana teknologi dan literasi digital dapat digunakan untuk mengonstruksi identitas diri.

Petunjuk pembelajaran: Dalam buku catatan masing-masing, peserta didik menulis jawaban-jawaban mereka dengan menggunakan kalimat lengkap. Jika ada peserta didik yang menjawab: "tidak" untuk pertanyaan nomor dua, arahkan mereka untuk menjelaskan apa yang membuat mereka menyukai idola atau *public figure* tertentu.

Interaksi Guru dengan Orang Tua/Wali

Guru dapat mendistribusikan angket sederhana pada orang tua/wali melalui WhatsApp Group (selanjutnya digunakan singkatannya, WAG) untuk mendapat gambaran tentang budaya diskusi dan kebebasan menyampaikan pendapat dalam keluarga peserta didik.

Releksi Guru

Berdasarkan KBM yang telah dilalui, jawablah pertanyaan berikut dengan singkat: Bagaimana penggunaan pembelajaran kooperatif membantu pencapaian tujuan pembelajaran menyimak kali ini?

Penutup

- Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
- Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

DETAIL KEGIATAN PEMBELAJARAN 2 SPEAKING**Strategi Pembelajaran**

- Melalui penerapan student-oriented learning (yaitu GBA dan CL) secara konsisten sebagaimana tereleksi di buku ini, peserta didik secara bertahap mengembangkan dan mencapai Keterampilan Abad Ke-21, yaitu penalaran kritis, kreativitas, kolaborasi, komunikasi, kepemimpinan, produktivitas, dan keterampilan sosial. Dengan Keterampilan Abad Ke-21 yang mereka miliki, peserta didik memiliki bekal yang cukup untuk bertransformasi, yaitu mencapai identitas yang diidamkan dan menjadi individu-individu yang merdeka. Konsistensi penerapan GBA dan CL juga membuat peserta didik mengetahui bagaimana pelajaran mereka akan berlangsung, termasuk tentang pengaturan tempat duduk agar kerja individu, berpasangan, kelompok, dan diskusi kelas berlangsung dengan efektif. Mereka terbiasa dengan variasi tersebut beserta dinamikanya. Dengan demikian, dengan pengarahan dari guru, peserta didik berkontribusi pada pengelolaan kelas sekaligus pengelolaan keselamatan kerja mereka dalam proses pembelajaran. Terkait keselamatan psikis peserta didik, diharapkan guru dapat mengecek terlebih dahulu semua sumber belajar yang akan digunakan, khususnya tautan dan video online. Pengecekan tersebut diperlukan agar peserta didik tidak terpapar iklan-iklan yang tidak sesuai untuk remaja.

Aktivitas Pemantik

- Guru mengajak peserta didik membaca buku tentang *BAHASA INGGRIS English for Change* pelajar dapat membuat daftar kata baru yang dipelajari dari bacaan tersebut.
- Guru meminta pelajar secara berpasangan mendiskusikan, tentang materi yang sudah diketahui, mana yang menurut mereka paling menarik dan ingin diketahui lebih lanjut.
- Guru membahas daftar kata baru yang sudah dicatat peserta didik, kemudian memberi kesempatan pelajar untuk menuliskan pertanyaan-pertanyaan yang terlintas setelah membaca di buku *BAHASA INGGRIS English for Change*

Pendahuluan

- Guru Mengucapkan salam, senyum, dan sapa kepada peserta didik dan memimpin doa sebelum memulai pelajaran. Selanjutnya, memberikan perhatian kepada peserta didik. Misalnya, dengan menanyakan kabar
- dan berkeliling menghampiri beberapa peserta didik di kelas.
- Guru Memberikan motivasi belajar, misalnya melalui cerita dan video pendek inspiratif dengan durasi maksimal tiga menit.
- Guru Menyurvei kondisi internal peserta didik, misalnya dengan mengisi angket untuk mengidentifikasi kecenderungan gaya belajar dan motivasi belajar.
- Guru Memberikan gambaran umum alur tujuan pembelajaran di kelas XI serta membangun kesepakatan atau kontrak pembelajaran ke depan.
- Guru Menyampaikan tujuan pembelajaran, peta konsep, dan apersepsi materi yang akan disajikan.

Kegiatan Inti 2 SPEAKING

Learning Objective:

By the end of this lesson, students are able to use suitable expressions for stating opinions, agreeing and disagreeing in a spoken transactional conversation with their peers.

Building Knowledge of the Field

Activity 1

Tujuan: Peserta didik mengingat kembali ketiga kategori ekspresi beserta contoh-contohnya yang telah dipelajari dalam pembelajaran menyimak sebelumnya. Mereka juga mengingat kembali manfaat materi tersebut untuk diri dan kehidupan sehari-hari.

Petunjuk pembelajaran: Guru mengarahkan peserta didik untuk bekerja berpasangan. Berikan waktu yang cukup agar mereka siap dengan jawaban-jawaban untuk ketiga pertanyaan yang diberikan. Dorong peserta didik untuk menggunakan bahasa Inggris sepanjang proses berkomunikasi dengan rekannya.

Activity 2

Tujuan: Peserta didik siap mengikuti seluruh kegiatan dalam pembelajaran berbicara ini yang secara keseluruhan meminta mereka untuk berbicara menggunakan bahasa yang tengah dipelajari, yaitu bahasa Inggris.

Petunjuk pembelajaran: Materi untuk kegiatan ini adalah materi yang dipelajari dalam pembelajaran menyimak sebelumnya. Kegiatan ini dilaksanakan melalui sebuah teknik pembelajaran kooperatif yang bernama: Inside-Outside Circle. Prosedurnya dapat dilihat dalam lampiran Prosedur *Cooperative Learning (CL)* pada halaman 274.

Dalam penggunaan Inside-Outside Circle dalam **Activity 2** ini, peserta didik tidak menggunakan pertanyaan yang diberikan oleh guru sebagai bahan tanya jawab. Mereka menggunakan daftar opini pribadi terkait tema yang tengah dipelajari dan meminta pasangannya untuk memberikan respons, yaitu menyetujui atau tidak menyetujuinya. Jumlah satu kelompok Inside-Outside Circle dapat terdiri atas 6 orang. Artinya, ada tiga pasang peserta didik di dalamnya. Tiga peserta didik adalah *inside-circle students* dan tiga yang lain adalah *outside-circle students*. Untuk memastikan bahwa peserta didik mengetahui posisi masing-masing (*inside-circle students* atau *outside-circle students*), guru dapat berseru, “*Inside-circle students clap your hands once! Outside-circle students clap your hands twice!*” Saat kegiatan Inside-Outside Circle tengah berjalan, semangat peserta didik untuk menggunakan ekspresi-ekspresi yang telah dipelajari sebelumnya.

Modeling of Text

Activity 3a dan 3b

Tujuan: Peserta didik menguasai materi pokok dalam pembelajaran berbicara yang tengah diikuti, yaitu tentang *word stress* dalam *pronunciation*.

Petunjuk pembelajaran: Untuk **Activity 3a**, arahkan peserta didik untuk menyiapkan kamus (daring atau cetak).

Sampaikan kepada peserta didik melalui sebuah *mini-lesson* (paparan selama 2-3 menit)

tentang pentingnya *stress* atau penekanan dalam pelafalan kata-kata dalam bahasa Inggris serta simbol yang digunakan dalam kamus untuk menunjukkannya (yaitu garis vertikal pendek sebelum suku kata yang perlu ditekankan). Untuk **Activity 3b**, selain menggunakan contoh yang tersedia, guru dapat memberikan kata-kata lain yang dianggap menantang selama ini. Artinya, sebagian besar peserta didik biasanya salah dalam meletakkan penekanan saat melafalkan kata-kata tersebut.

Activity 4

Tujuan: Peserta didik mengetahui makna dan cara melafalkan kata-kata yang banyak digunakan dalam ekspresi-ekspresi yang menjadi target dalam pembelajaran mereka (*stating opinion, agreeing and disagreeing*) dengan menggunakan *word stress* yang benar.

Petunjuk pembelajaran: Peserta didik mengetahui tentang keberadaan *word stress* dengan berfokus pada kata-kata yang dijumpai atau menjadi bagian dari ekspresi-ekspresi yang menjadi target dalam pembelajaran berbicara ini. Agar kegiatan mengidentifikasi *word stress* menarik, gunakan Team Jigsaw. Prosedurnya dapat dilihat dalam lampiran Prosedur *Cooperative Learning* (CL) pada halaman 274. Setiap kelompok ahli fokus pada tiga kata seperti yang tertera pada tabel. Ingatkan setiap kelompok ahli untuk memperhatikan dua hal: makna setiap kata dan cara melafalkan setiap kata terutama perhatian pada *word stress*. Diharapkan guru menambah kata-kata selain yang ada dalam tabel, yaitu menyesuaikan dengan jumlah kelompok/peserta didik yang ada di kelas.

What Have You Learned So Far?

Tujuan: Peserta didik mencatat inti sari materi pembelajaran menyimak mereka dan menggagas relevansi materi tersebut dengan kehidupan.

Petunjuk pembelajaran: Arahkan peserta didik untuk menggunakan kata-kata sendiri dalam bahasa Inggris untuk menulis dalam buku catatan masing-masing: pentingnya *word stress* beserta contoh-contohnya dari pengalaman sendiri maupun orang lain.

A Mid-Lesson Relection

Tujuan: 1) Melibatkan perspektif inklusi dalam materi dan kegiatan pembelajaran, yaitu tentang pengakuan dan penghormatan pada preferensi orang lain; 2) membangun Profil Pelajar Pancasila, khususnya dimensi Mandiri, elemen Regulasi Diri, sub-elemen Percaya Diri, Tangguh (*resilient*), dan Adaptif; dan 3) penggunaan pembelajaran kooperatif, tepatnya teknik Jot Thoughts dalam kegiatan releksinya ini juga

berkontribusi pada pembangunan dimensi Bergotong Royong (elemen: Kolaborasi).

Petunjuk pembelajaran: Prosedur Jot Thoughts dapat dilihat dalam lampiran Prosedur *Cooperative Learning* (CL) pada halaman

274. Siapkan kertas-kertas berukuran kecil yang akan digunakan para peserta didik untuk menuliskan jawabannya. Peserta didik menulis hal-hal yang menyebabkan sebagian orang tidak berani bersuara atau menyampaikan pendapat mereka. Fleksibilitas guru diharapkan dalam penerapan Jot Thoughts. Contohnya, mem- perbolehkan jika peserta didik memiliki jawaban yang hampir sama dengan jawaban teman-teman satu kelompoknya sepanjang mereka tidak saling menunjukkan jawaban masing-masing saat proses menulis. Setelah semua kertas dengan jawaban terkumpul di meja setiap kelompok, peserta didik dapat menggunakan RoundRobin untuk menyampaikan solusi.

Joint Construction of Text

Activity 5

Tujuan: Bekerja sama dengan rekannya, peserta didik menunjukkan keterampilan berbicara mereka, khususnya penggunaan ekspresi- ekspresi yang menjadi target dengan pelafalan yang benar, terutama penggunaan *word stress*.
 Petunjuk pembelajaran: Jika diperlukan, guru membantu peserta didik untuk memahami setiap situasi yang diberikan. Peserta didik bekerja berpasangan. Setiap pasangan memilih satu situasi yang akan mereka kembangkan menjadi dialog. Ingatkan peserta didik untuk menggunakan ekspresi-ekspresi yang telah mereka pelajari. Minta semua pasangan untuk berlatih, terutama memperhatikan *word stress* dalam pelafalan ekspresi-ekspresi dalam dialog mereka. Semua pasangan tampil menunjukkan dialog yang telah mereka siapkan. Agar efisien, peserta didik dapat tampil di depan sejumlah pasangan lain, tidak di depan seluruh warga kelas. Bekali peserta didik agar mereka dapat melakukan *peer assessment* dengan fokus pada aspek *word stress*. Lalu, ajak mereka untuk menyampaikan hasil *peer assessment* (masukan) kepada rekan-rekannya. Berikan balikan untuk ketepatan masukan agar peserta didik memiliki konsep yang benar tentang *word stress*. Catatan: Jika kedua situasi yang tersedia dalam Buku Siswa dirasa kurang sesuai dengan latar belakang/karakteristik peserta didik, guru dapat memberikan situasi-situasi lain yang lebih kontekstual dan dekat dengan keseharian mereka.

Independent Construction of Text

Activity 6

Tujuan: Bekerja sama dengan rekannya, peserta didik menunjukkan keterampilan berbicara mereka, khususnya penggunaan ekspresi- ekspresi yang menjadi target dengan pelafalan yang benar, terutama penggunaan *word stress*.
 Catatan: Meski termasuk tahapan ICoT, peserta didik tidak sepenuhnya bekerja sendiri karena mereka perlu berinteraksi dan berdiskusi dengan seorang rekannya sesuai situasi yang diberikan.

Petunjuk pembelajaran: Kegiatan ini mirip dengan **Activity 5**. Pembedanya adalah pelibatan teknologi dan literasi digital dalam **Activity 6** ini. Peserta didik dapat kembali bekerja sama dengan pasangan mereka saat **Activity 5**. Pastikan semua peserta didik memahami situasi yang diberikan. Jika situasi yang tersedia dalam Buku Siswa dirasa kurang sesuai dengan latar belakang/karakteristik peserta didik, guru dapat memberikan situasi lain yang lebih kontekstual dan dekat dengan keseharian mereka.

Kegiatan alternatif: **Activity 6** ini berbasis teknologi digital. Maka, jika ada peserta didik yang memiliki keterbatasan akses internet, alternatif kegiatan yang dapat mereka lakukan sebagai pengganti misalnya: peserta didik merekam dialog dengan fitur perekam pada ponsel kemudian memperdengarkannya di depan guru atau menampilkan dialog dengan cara seperti yang mereka lakukan pada **Activity 5**.

Rubrik penilaian: Berikut beberapa aspek yang dapat digunakan dalam penilaian performa peserta didik dalam kegiatan ini: a) *word stress* (guru menentukan jumlah kata yang diperhatikan, bobot: 35%); b) kelengkapan (jumlah kategori ekspresi yang digunakan dalam dialog, bobot: 35%); dan c) kesesuaian dialog dengan situasi yang diberikan (bobot: 30%).

Kegiatan remedial: Untuk peserta didik yang memerlukan kegiatan remedial, guru dapat memberi mereka situasi yang berbeda untuk dikembangkan menjadi dialog dengan langkah-langkah kerja yang sama dengan sebelumnya.

Linking Related Texts

Activity 7

Tujuan: Peserta didik melihat relevansi materi pembelajaran mereka dengan kehidupan dan memahami bagaimana teknologi dan literasi digital dapat menjadi alat belajar dan pembentukan identitas dambaan mereka.

Petunjuk pembelajaran: Arahkan peserta didik untuk mengikuti langkah-langkah yang tertera dalam Buku Siswa. Jika waktu memungkinkan, undang peserta didik untuk tampil di depan kelas untuk menyampaikan hasil observasi mereka tentang penggunaan *word stress* dalam *pronunciation*

sebagaimana ditunjukkan oleh sosok yang mereka pilih. Jika ada peserta didik dengan keterbatasan akses internet untuk mendapatkan dan menonton video secara daring, arahkan mereka untuk bekerja kelompok/berpasangan dengan rekan yang memilikinya.

Interaksi dengan Orang Tua/Wali

Guru menyampaikan pada orang tua/wali bahwa untuk penilaian pembelajaran berbicara ini, para peserta didik bekerja secara berpasangan dan mempersiapkan dialog bersama. Maka, guru meminta kerja sama dari orang tua/wali dengan cara mengingatkan anak-anak mereka untuk berlatih dengan pasangan dialog masing-masing agar mereka sukses dalam kegiatan penilaian.

Releksi Guru

Berdasarkan KBM yang telah dilalui, jawablah pertanyaan berikut dengan singkat: Mengapa interaksi antar-peserta didik dan penggunaan bahasa target dalam interaksi tersebut penting dalam pembelajaran berbicara?

Penutup

- Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan
- Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

Assesmen Sikap

- Penilaian sikap ini dilakukan melalui pengamatan (observasi) Guru selama kegiatan pembelajaran Penilaian ini dilakukan agar Guru melihat sikap perilaku peserta didik dalam menjaga hidup bersama di masyarakat pada kehidupan sehari-hari (civic disposition), seperti sopan santun, percaya diri, dan bertoleransi. Bentuk pedoman penilaian yang dapat digunakan oleh Guru adalah sebagai berikut

Kriteria	Sangat baik	Baik	Cukup
	4	3	2
Sopan santun	Peserta didik berlaku sopan, baik selama proses pembelajaran maupun di luar	Peserta didik berlaku sopan hanya selama proses pembelajaran	Peserta didik hanya berlaku sopan hanya kepada Guru atau peserta didik yang

		kelas.		lain.	
	Percaya diri	Peserta didik berani berpendapat, bertanya, atau menjawab pertanyaan, serta mengambil keputusan	Peserta didik berani berpendapat, bertanya, atau menjawab pertanyaan	Peserta didik hanya berani menjawab hanya saat	Guru bertanya Peserta didik kesulitan dalam berpendapat, bertanya, maupun menjawab pertanyaan
	Toleransi	Peserta didik dapat menghargai pendapat peserta didik lain dan menerima kesepakatan meskipun berbeda dengan pendapatnya	Peserta didik dapat menghargai pendapat peserta didik lain dan kurang bisa menerima kesepakatan	Peserta didik dapat menghargai pendapat peserta didik lain dan tidak bisa menerima kesepakatan	Peserta didik tidak dapat menghargai pendapat peserta didik lain dan tidak bisa menerima kesepakatan
Asesmen pengetahuan	Penilaian pengetahuan dilaksanakan melalui tes setelah kegiatan pembelajaran berlangsung. Penilaian pengetahuan diberikan dalam bentuk pilihan ganda, benar salah, maupun esai. Penilaian pengetahuan ini bertujuan agar Guru mampu melihat pengetahuan yang telah dikuasai peserta didik dalam kegiatan.				
	Kriteria	Sangat baik	Baik	Cukup	
		4	3	2	
Assesmen Hasil Belajar	Penilaian ini dilakukan melalui pengamatan (observasi) Guru selama kegiatan pembelajaran berlangsung. Penilaian ini bertujuan agar guru dapat melihat kemampuan peserta didik dalam soft skill-nya. Adapun				

	pedoman penilaian yang dapat digunakan oleh Guru adalah sebagai berikut			
	Kriteria	Sangat baik	Baik	Cukup
		4	3	2
Refleksi Guru	<p>Refleksi Guru merupakan penilaian yang dilakukan oleh Guru itu sendiri atas pembelajaran yang telah dilaksanakan mulai dari mempersiapkan melaksanakan hingga mengevaluasi kegiatan pembelajaran. Refleksi Guru ini bertujuan untuk menilai kekurangan dari kegiatan pembelajaran yang kemudian dijadikan sebagai bahan evaluasi untuk pembelajaran</p>			
	Nomor	Pertanyaan		
	1	<i>Apakah pemilihan media pembelajaran telah mencerminkan tujuan pembelajaran yang akan dicapai?</i>		
	2	<i>Apakah gaya penyampaian materi mampu ditangkap oleh pemahaman peserta didik?</i>		
	3	<i>Apakah keseluruhan pembelajaran dapat memberikan makna pembelajaran yang hendak dicapai?</i>		
	4	<i>Apakah pelaksanaan pembelajaran tidak keluar dari norma-norma?</i>		
	5	<i>Apakah pelaksanaan pembelajaran hari ini dapat memberikan semangat kepada peserta didik untuk lebih antusias dalam pembelajaran selanjutnya?</i>		
Tugas	Setelah pembelajaran guru dapat melakukan refleksi diri (lihat lampiran Jurnal Refleksi Guru)			

ASSESMEN

B. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Penilaian Kompetensi Pengetahuan

1) Tes Tertulis

- a) Pilihan ganda
- b) Uraian/esai

2) Tes Lisan

- ▲ *Tes lisan pemaparan materi dari pemahaman siswa.*

b. Penilaian Kompetensi Keterampilan

1) Proyek, pengamatan, wawancara'

- ▲ *Mempelajari buku teks dan sumber lain tentang materi pokok*
- ▲ *Menyimak tayangan/demo tentang materi pokok*

2) Portofolio / unjuk kerja

3) Produk,

2. Instrumen Penilaian

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Capaian Pembelajaran
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Capaian Pembelajaran.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

2. Penilaian Jurnal

Elemen Penilaian	A = Sangat Baik	B = Baik	C = Cukup	D =Kurang
Kelengkapan	Jurnal lengkap 95-100%.	Jurnal hanya terisi kurang dari 75-95%.	Jurnal hanya terisi kurang dari 60-75%.	Jurnal hanya terisi kurang dari 60%.
Konten jurnal	Isi jurnal sangat sesuai dengan kegiatan yang dirancang dan harapan capaiannya.	Isi jurnal sesuai dengan kegiatan yang dirancang dan harapan capaiannya.	Isi jurnal cukup sesuai dengan kegiatan yang dirancang dan harapan capaiannya.	Isi jurnal kurang sesuai dengan kegiatan yang dirancang dan harapan capaiannya.
Kreativitas penyajian jurnal	Jurnal dibuat dengan sangat kreatif, dengan penampilan artistik dan bermakna.	Jurnal dibuat dengan cermat	Jurnal dibuat secukupnya, tanpa sentuhan artistik atau ilustrasi lainnya.	Jurnal dibuat dengan kurang rapi dan kurang baik.
Konsistensi jurnal dengan nilai ujian	Jurnal mencerminkan nilai ujian.	Jurnal mendekati nilai ujian.	Jurnal cukup sesuai dengan nilai ujian.	Jurnal tidak sesuai dengan nilai ujian.

3. Penilaian Buku Kerja

Elemen Penilaian	A = Sangat Baik	B = Baik	C = Cukup	D =Kurang
Kelengkapan	Buku Kerja lengkap 95-100%.	Buku Kerja hanya terisi kurang dari 75-95%.	Buku Kerja hanya terisi kurang dari 60-75%.	Buku Kerja hanya terisi kurang dari 60%.

Jurnal Siswa

Nama : Kelas/Rombel :

Semester : 1 / 2, Tahun Ajaran mulai tanggal s.d.

Minggu ke-	Aktivitas	Topik yang kupelajari	Rangkuman Refleksiku
1			
2			
3			
4			

4. Buku Kerja Siswa

Buku kerja siswa disusun sebagai pelengkap buku siswa. Buku kerja diharapkan diwujudkan dengan menggunakan kertas binder, yaitu kertas lepasan yang dibundel dalam map (binder), dan dapat disisipkan sesuai keperluan. Dengan menggunakan map dan kertas binder, siswa dilatih untuk menerapkan Computational Thinking, mengorganisasi artefak hasil tugas dan hasil belajarnya dengan rapi, terstruktur sehingga dengan mudah dapat dicari kembali. Setiap lembar kertas kerja harus mengandung identitas nama siswa, topik yang dipelajari dan nomor halaman. Nomor halaman hanya perlu urut dalam satu kelompok laporan. Penomoran halaman harus direncanakan dengan baik.

Tugas

Menyusun kode lembar kerja, menyimpan sebagai arsip, dan dapat dengan mudah ditemukan kembali saat diperlukan. Dengan mengorganisasi lembar kerja sebagai kertas binder, siswa juga dapat mengurutkan sesuai dengan urutan yang diperlukan. Saat suatu tugas selesai dikerjakan, kertas terlepas dapat diperiksa oleh guru, sehingga siswa tetap dapat mengacu ke semua bahan yang ada dalam map. Siswa diharapkan mengarsip kembali saat lembar sudah dikembalikan oleh guru. Siswa diharapkan mencatat di halaman akhir lembar tugas, kapan tugas diserahkan, dan kapan dikembalikan oleh guru.

Siswa boleh menggambar atau menambahkan ilustrasi, menyisipkan lembar pemisah di antara kelompok berkas untuk memudahkan mengakses suatu lembar kerja tertentu dengan lebih cepat. Jika memang ada komputer dan printer, siswa juga bisa mencetak dan mengarsip cetakan komputer menjadi bagian buku. Buku ini akan menjadi buku kenang-kenangan (memori) belajar yang menyenangkan.

Cara memelihara buku kerja, dan kerapian dalam mengorganisasi isinya, menunjukkan kemampuan siswa dalam mengorganisasi mata pelajaran. Guru diharapkan menilai buku kerja di akhir pembelajaran secara menyeluruh.

Rubrik Umum

Rubrik diperlukan untuk menilai dengan cepat dan efisien capaian pembelajaran siswa. Pada bagian ini, diberikan rubrik secara umum untuk menilai sebuah laporan. Guru dapat memakai dan menyesuaikan dengan hal spesifik mata pelajaran.

Rubrik Penilaian Pemahaman Bacaan

Komponen Penilaian	A = Baik Sekali	B = Baik	C = Cukup	D = kurang
Pemahaman makna	Siswa memahami dan dapat menjawab dengan tepat semua pertanyaan.	Siswa memahami dan dapat menjawab dengan tepat sebagian besar pertanyaan.	Siswa memahami dan dapat menjawab dengan tepat sebagian kecil pertanyaan.	Siswa tidak dapat menjawab semua pertanyaan
Pemahaman struktur	Siswa dapat menyebutkan semua bagian penting dengan tepat (kata-kata sendiri, atau	Siswa dapat menyebutkan sebagian besar dari hal penting dengan tepat (kata-kata sendiri, atau	Siswa dapat menyebutkan sebagian kecil dari hal penting dengan tepat (kata-kata sendiri, atau	Siswa tidak mampu menyebutkan hal penting dan simpulan bacaan.

*) persentase untuk test case dapat disesuaikan

Rubrik untuk Menilai Laporan

Laporan dinilai dari konten (apakah sesuai dengan tujuan dan ekspektasi yang dinyatakan saat tugas membuat laporan diberikan, dan dari format (apakah sesuai dengan praktik baik).

Penilaian Konten Laporan

Komponen Penilaian	A = Baik Sekali	B = Baik	C =Cukup

Konteks	Konteks topik yang dibuat jelas.	Konteks topik yang dibuat sebagian tidak jelas.	Konteks topik yang dibuat secara umum kurang jelas.
Tujuan	Target jelas dan layak, dinyatakan dalam pernyataan ringkas.	Tujuan dinyatakan dalam pernyataan yang kurang presisi.	Tujuan hanya dinyatakan secara umum.
Cara, metode	Strategi dan tahapan/ cara mencapai tujuan dijelaskan dalam tahap yang jelas.	Tidak memakai strategi dan tapi Tahapan jelas.	Tidak memakai strategi dan Tahapan kurang jelas.
Badan Utama	Inti persoalan, didekomposisi sesuai dengan persoalan yang diberikan, dikembangkan sesuai konteks.		
Penutup/ Kesimpulan	Kesimpulan didasari argumentasi yang kuat dan menunjukkan bahwa tujuan tercapai atau tidak tercapai.	Ada bagian dari kesimpulan yang melenceng dari tujuan.	Kesimpulan tidak berelasi dengan tujuan.

Penilaian Format Penyajian

Yang dimaksud dengan penyajian disini adalah sebuah publikasi, misalnya poster atau bentuk yang lain.

Komponen Penilaian	A = Baik Sekali	B = Baik	C = Cukup
Format File	Sesuai dengan yang ditentukan.	Sebagian sesuai dengan yang ditentukan (untuk multiframe)	Ada yang tidak sesuai dengan yang ditentukan.
Ukuran file	Sesuai dengan batasan yang ditentukan.	<tidak ada nilai B>	Melebihi ukuran yang ditentukan.
Keseluruhan dokumen	Dicetak rapi, tampilan baik, lengkap, mudah dibaca, font standar.	Dicetak seadanya, kurang lengkap, sulit dibaca, font tidak standar.	Dicetak seadanya, terlalu detail rinci (terlalu tebal) sehingga sulit dibaca.

Typografi	Hampir tak ada salah ketik.	Beberapa salah ketik.	Cukup banyak salah ketik.
Kaidah Penulisan	Hampir tidak ada kesalahan penulisan kaidah bahasa Indonesia yang baik dan benar.	Ada beberapa kesalahan penulisan kaidah bahasa Indonesia yang baik dan benar.	Cukup banyak kesalahan penulisan kaidah bahasa Indonesia yang baik dan benar.

Rubrik Penilaian Laporan Aktivitas

Komponen Penilaian	A = Baik Sekali	B = Baik	C = Cukup
Laporan lengkap	Laporan aktivitas lengkap dan jelas.	Laporan kurang lengkap tapi jelas.	Laporan kurang lengkap dan kurang jelas.
Pengerjaan	Aktivitas merata/ rutin dari pada periode pengerjaan tugas yang ditentukan.	Aktivitas kurang merata.	Hanya dikerjakan pada saat awal dan saat terakhir saja.

Komponen Penilaian	A = Baik Sekali	B = Baik	C = Cukup

Kelengkapan aktivitas pengerjaan tugas	Minimal ada aktivitas sesuai tahapan yang diminta, misalnya analisis, desain, pembuatan produk, pengujian, perbaikan. Ada tahap review dan baca ulang.	Aktivitas tidak mencatat adanya fase yang diminta dengan lengkap. Tidak ada review.	Aktivitas tidak menyebutkan tahapan pengembangan tugas dengan jelas.
Pembagian peran	Pembagian peran baik dan tidak duplikasi peran yang tak seharusnya misalnya koding juga tester.	Pembagian peran ada tapi ada duplikasi peran yang tak seharusnya misalnya koding juga tester.	Tidak ada pembagian peran. Peran didominasi 1 atau 2 orang.

Komponen Penilaian	A = Baik Sekali	B = Baik	C = Cukup	D = kurang
Kesuksesan eksekusi, berdasarkan persentase berhasil	$\geq 80\%$ lolos test case	60% - 79% lolos test case	40% - 59% lolos test case	$\geq 40\%$ lolos test case
Performansi	Sesuai dengan spesifikasi performansi.	Performansi sistem kurang dari spesifikasi (0 - 20 %).	Performansi sistem kurang dari spesifikasi (21 - 40 %).	Performansi sistem kurang dari spesifikasi ($\geq 40\%$).

Aspek lain	Kesesuaian dengan aspek lain yang diharapkan sebanyak $\geq 80\%$.	Kesesuaian dengan aspek lain yang diharapkan sebanyak 60% - 79%.	Kesesuaian dengan aspek lain yang diharapkan sebanyak 40% - 59%.	Kesesuaian dengan aspek lain yang diharapkan sebanyak <40%.
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Rubrik Penilaian Kerja Kelompok

Penilaian Tim

Komponen Penilaian	A = Baik Sekali	B = Baik	C = Cukup	D = Kurang
Pembagian peran	Peran terbagi ke semua anggota dengan sangat baik.	Peran terbagi ke semua anggota dengan baik.	Peran terbagi ke semua anggota dengan cukup baik.	Peran tidak terbagi ke semua anggota .
Pembagian tugas	Tugas terbagi ke semua anggota dengan sangat baik.	Tugas terbagi ke semua anggota dengan baik.	Tugas terbagi ke semua anggota dengan cukup baik.	Tugas tidak terbagi ke semua anggota.

Penilaian Individu

Komponen Penilaian	A = Baik Sekali	B = Baik	C = Cukup	D = Kurang
Keaktifan sebagai partisipan	Siswa sangat aktif ketika bekerja dalam tim.	Siswa aktif ketika bekerja dalam tim.	Siswa cukup aktif ketika bekerja dalam tim.	Siswa kurang aktif ketika bekerja dalam tim.

Mengetahui
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GLOSARIUM

- comparative degree** : bentuk kata keterangan atau kata sifat yang digunakan saat membandingkan dua hal
- daur ulang** : pemrosesan kembali bahan yang pernah dipakai, misalnya serat, kertas, dan air untuk mendapatkan produk baru
- ekspresi** : pengungkapan atau proses menyatakan (memperhatikan atau menyatakan maksud, gagasan, perasaan, dan sebagainya)
- graphic organizer** : grafik visual yang menampilkan hubungan antara berbagai ide, konsep, fakta dan istilah dalam satu topik utama.
- identitas profesional** : sikap, nilai, pengetahuan, keyakinan, dan keterampilan yang dimiliki dan dipegang oleh orang-orang dalam satu kelompok profesional
- konstruksi identitas** : sebuah proses yang kompleks di mana manusia membangun pandangan yang jelas dan unik tentang diri serta identitasnya
- limbah** : bahan yang tidak mempunyai nilai atau tidak berharga untuk maksud biasa atau utama dalam pembuatan atau pemakaian
- literasi digital** : kemampuan menggunakan teknologi digital untuk mencipta, menghubungkan, berpikir, dan menjadi sesuatu/seseorang yang diidamkan.
- literasi finansial** : pengetahuan dan kecakapan untuk mengaplikasikan pemahaman tentang konsep dan risiko, keterampilan agar dapat membuat keputusan yang efektif dalam konteks finansial untuk meningkatkan kesejahteraan finansial, baik individu maupun sosial, dan dapat berpartisipasi dalam lingkungan masyarakat
- mind map** : diagram yang digunakan untuk mewakili kata, ide, tugas, atau item lain yang terkait dan disusun secara radial di sekitar kata kunci atau ide utama
- mini lesson** : pembelajaran singkat (tidak lebih dari 10 menit) dan ringkas dengan fokus tertentu (utamanya tentang materi pokok)
- nutritionist**: tenaga spesialis yang menyediakan informasi tentang gizi dan masalah kesehatan serta pola makan sehat
- pembelajaran kooperatif** : pembelajaran dalam kelompok dengan struktur yang mengatur kerja sama antar-anggota dan memaksimalkan kontribusi setiap anggota melalui presentasi dan interaksi yang bermanfaat tak hanya untuk diri mereka sendiri tetapi juga seluruh anggota serta untuk pencapaian tujuan kelompok
- poster digital** : karya desain grafis berisi gambar dan huruf yang dibuat dengan komputer, atau dibuat dengan manual lalu dipindai (*scan*) atau difoto agar berwujud digital
- presentasi** : penyajian atau pertunjukan (tentang sandiwara, film, dan sebagainya) kepada orang-orang yang diundang
- regulasi diri** : kemampuan manusia sebagai pribadi yang dapat mengatur diri sendiri, mempengaruhi tingkah laku dengan cara mengatur lingkungan, menciptakan dukungan kognitif, mengadakan konsekuensi bagi tingkah lakunya
- sampah anorganik** : : sampah yang sudah tidak terpakai lagi dan sulit terurai
- sampah organik** : sampah yang berasal dari sisa makhluk hidup yang mudah terurai secara alami tanpa proses campur tangan manusia untuk dapat terurai
- superlative degree** : bentuk kata keterangan atau kata sifat yang dimodifikasi dengan –*est*, digunakan ketika membandingkan tiga hal atau lebih
- teknologi digital** : peralatan, sistem, perangkat, dan sumber daya elektronik untuk menghasilkan, menyimpan, dan memproses data; contohnya: media sosial, *game online*, dan ponsel
- teks multimodal** : teks yang mengombinasikan dua moda (atau lebih), seperti bahasa lisan, bahasa tulis, visual (gambar diam dan bergerak), audio, gestural, dan makna spasial

tokoh : orang yang terkemuka dan kenamaan (dalam bidang politik, kebudayaan, dan sebagainya)

young environmentalist : anak muda yang prihatin terhadap pemeliharaan keseimbangan ekologi dan pemeliharaan alam sekitar; alam sekitar juga merupakan orang yang berkaitan dengan isu-isu yang memengaruhi alam sekitar, seperti pencemaran

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Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Karangdowo, Kabupaten Klaten, menerangkan bahwa :

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Mahasiswa tersebut di atas telah melakukan penelitian guna menyusun Skripsi untuk melengkapi tugas Akhir, pada tanggal 8 – 13 Desember 2023 di SMA Negeri 1 Karangdowo, Kabupaten Klaten dengan Judul: An analysis of modul ajar made by English teacher based on merdeka curriculum at SMA Negeri 1 Karangdowo 2023/2024

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Karangdowo, 14 Desember 2023
Kepala Sekolah,

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