

**AN ANALYSIS OF SUITABILITY LESSON PLAN BASED ON MERDEKA
CURRICULUM AND IMPLEMENTATION ENGLISH TEACHERS AT SMA
NEGERI 03 TAKALAR**



THESIS

*Submitted at the Fulfilment to Accomplish Bachelor Degree
At Faculty of Teacher Training and Education
Muhammadiyah University of Makassar*

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2024



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Tuesday Jun. 4. 24	iv	- Rearrange the result findings - Make deeper interpretation - give more theories to describe the data collection or findings.	off off off
Saturday Jun. 8. 24.	iv	- Revise the organization of Result Findings	off
Tuesday Jun. 11. 24.	iv	- Refix the data Form instrument	off
Wednesday July 1. 24		- Still revise and Rearrange data Findings to be clear and coherent - give more interpretation on the data finding	off off
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27/05/24	1-V	- Abstract - Grammar - conclusion - Documentario	
20/05/24	1-V	- Reference - Pualtays - Instrument	
7/06/24	1-V	- Abstract - Findings - Documentation - CV - Artikel	
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MOTTO AND DEDICATION

Whatever difficulties you face, believe that it is part of your process towards success,
so just enjoy it (Bump, bump, bump and build)

Dedication

I dedicate this thesis to:

“My first love and the door to heaven, namely my father and mother, as well as my
siblings, who have always provided enthusiasm, motivation and support until now”



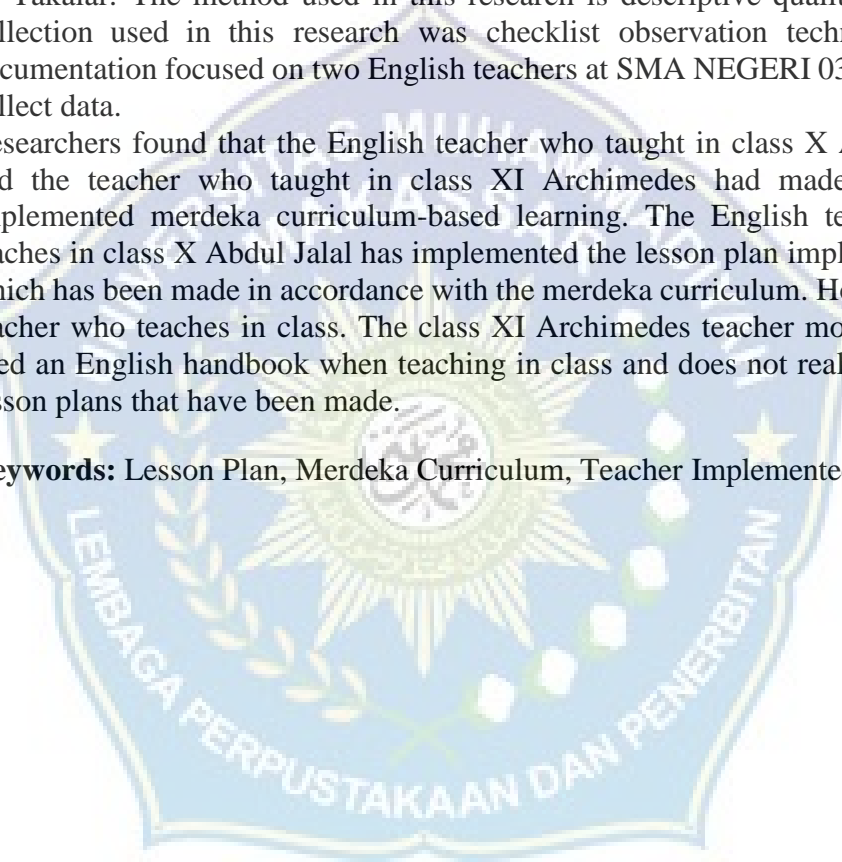
ABSTRACT

Rosnani, 2024. An Analysis of Suitability Lesson Plan Based on Merdeka Curriculum and implementation English Teacher at SMA Negeri 03 Takalar”. Thesis, English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University Makassar. Supervised by Sujariati and Uyunnasirah Hambali.

This research aims to determine the suitability Lesson Plan Based on Merdeka Curriculum and implemented of English Teacher’s at SMA Negeri 03 Takalar. The samples used in this research were two English teachers at SMA NEGERI 03 Takalar. The method used in this research is descriptive qualitative. Data collection used in this research was checklist observation techniques and documentation focused on two English teachers at SMA NEGERI 03 Takalar to collect data.

Researchers found that the English teacher who taught in class X Abdul Jalal and the teacher who taught in class XI Archimedes had made plans for implemented merdeka curriculum-based learning. The English teacher who teaches in class X Abdul Jalal has implemented the lesson plan implementation which has been made in accordance with the merdeka curriculum. However, the teacher who teaches in class. The class XI Archimedes teacher monotonously used an English handbook when teaching in class and does not really use the lesson plans that have been made.

Keywords: Lesson Plan, Merdeka Curriculum, Teacher Implemented



Abstrak

Rosnani, 2024. Analisis Kesesuaian Rencana Pelaksanaan Pembelajaran Berbasis Kurikulum Merdeka dan Implementasi Guru Bahasa Inggris di SMA Negeri 03 Takalar”. Tesis, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sujariati dan Uyunnasirah Hambali.

Penelitian ini bertujuan untuk mengetahui kesesuaian Rencana Pelaksanaan Pembelajaran Berbasis Kurikulum Merdeka dan diterapkan pada Guru Bahasa Inggris di SMA Negeri 03 Takalar. Sampel yang digunakan dalam penelitian ini adalah dua orang guru bahasa Inggris di SMA NEGERI 03 Takalar. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Pengumpulan data yang digunakan dalam penelitian ini adalah teknik observasi checklist dan dokumentasi yang difokuskan pada dua orang guru bahasa Inggris di SMA NEGERI 03 Takalar untuk mengumpulkan data.

Peneliti menemukan bahwa guru bahasa Inggris yang mengajar di kelas X Abdul Jalal dan guru yang mengajar di kelas XI Archimedes telah membuat rencana pelaksanaan pembelajaran berbasis kurikulum merdeka. Guru Bahasa Inggris yang mengajar di kelas X Abdul Jalal telah melaksanakan rencana pelaksanaan pembelajaran yang telah dibuat sesuai dengan kurikulum merdeka. Namun, guru yang mengajar di kelas XI Archimedes secara monoton menggunakan buku panduan bahasa Inggris ketika mengajar di kelas dan tidak terlalu memanfaatkan rencana pelaksanaan pembelajaran yang telah dibuat.

Kata Kunci: Rencana Pelaksanaan Pembelajaran, Kurikulum Merdeka, Pelaksanaan Guru.

ACKNOWLEDGEMENT

Assalamualaikum Warahmatullahi Wabarokatu

In the name of Allah SWT, the Beneficent and Merciful. All praises are to Allah the lord of the universe, who has bestowed strength and health upon the research. Shalawat and Salam be upon our prophet Muhammad Saw, his family, companions and his faith followers till the end of the world.

Alhamdulillah with the grace of Allah researcher can finish it thesis after a long hard effort of writing. Therefore, she expressed deepest gratitude to beloved father Kahar and beloved mother Muli who always prayed for, supported and motivated in every step of life, especially in conducting this research. The researcher realized that in research and writing this thesis many people have contributed their valuable suggestion, guidance, assistance, and advice. Therefore, the researcher would like to express deepest appreciation to:

1. Prof. Dr. H. Ambo Asse, M.Ag. as the Rector of the Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd., P.hD as Dean of the Faculty of Teacher Training and Education Muhammadiyah University of Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English Language Education Department Muhammadiyah University of Makassar

4. Ismail Sangkala, S. Pd., M.Pd as English Education Secretary Department Muhammadiyah University of Makassar.
5. Dr. Sujariati, S.Pd., M.Pd. as the first supervisor and Uyunnasirah Hambali, S.Pd., M.Pd. as second supervisor who have guided and supported researcher from start to finish.
6. Andi bulkis Magfirah Mannong, S.Pd. M.Pd as academic advisor for 4 years al, ways provides support and direction to reasercher.
7. Ilham, S. Pd. M. Pd. as the headmaster of UPT SMA Negeri 03 Takalar havegiven changes to researcher conducting this research at school.
8. Serviyanti, Syahrir S.Pd., and Rahyuni, S.Pd. I. M. Pd. as English teacher who have provided guidance during this research.
9. My Brother Suardi who always gives encouragement, prayer, direction motivation and money.
10. Thank you very much too all students of class X Abdul Jalal and class XI Archimedes UPT SMA Negeri 03 Takalar who have assisted researchein conduction this research.
11. Thank you very much for Arman, Fitriani, Jumrah, Hardianti and Inna who have given a lot of love, help and support for me to complete this research and have been with me during
12. Thank you to all the people I couldn't name by name, which enabled me to complete this thesis. Finally, the researcher would like to thank herself for believing in herself that she can do all this hard work to finish this thesis well even though there are still some mistakes in it.

The researcher is fully aware that this thesis is still far from being perfect. Therefore, researcher expect constructive criticism and suggestion from the parties' reader. Hopefully this research can be useful for readers and other researcher.

Makassar, 30 Juni 2024



Rosnani



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CURRICULUM VITAE	

CHAPTER I

INTRODUCTION

A. Background

Law Number 20 of 2003 Chapter 1 Article 1 states that "Curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as methods that serve as guidelines for implementing learning activities to achieve certain educational goals". The Curriculum is prepared with the aim of making the learning process easier. In fact, Curriculum changes often occur, causing confusion among various parties, leading to difficulties in learning. Until now, Curriculum changes are a common thing in Indonesia. Between 1947 and 2013. This gives rise to many advantages and disadvantages, even the phrase "changing ministers changes the Curriculum".

The Curriculum in Indonesia continues to change in order to achieve a better education system. Previously, curriculum were created in the 2000s, such as KBK (Competency Based Curriculum) in 2004, KTSP (Education Unit Level Curriculum), K13 and finally the Merdeka Curriculum. Curriculum Merdeka is Curriculum that focuses on material essential and develop competence participant educate in a way gradually. Learning become more deep, meaningful and pleasant. Curriculum more emphasize on material core, skills student and also development character. Teachers have freedom choose various source teaching for adapt learning with need and interest Study student. Learning on Curriculum also done through activity project that delivers chance more wide to

student for in a way active do reflection to issues latest for support development character and profile competence student Pancasila (Murwantini, 2023)

Minister Education and Culture Nadiem Anwar Makarim in his remarks on program National Teacher's Day 2019 introduced the concept of "free education" which means freedom think and freedom innovate (Audina & Harahap, 2022). On draft Curriculum previously stated in Regulation Minister Education and Culture Number 22 of 2016 at making the 2013 lesson Plan, namely. The 2013 Curriculum contains 13 mandatory elements fulfilled namely (1) identity school, (2) unity eye lesson, (3) class /semester, (4) material basic, (5) utilization time, (6) competence base And indicator competence, (7) goals learning, (8)) material learning, (9) method learning, (10) environment learning, (11) devices learning, (12) stages learning, (13) evaluation. Like case Curriculum on generally, Curriculum learning Merdeka naturally have rules in carry out learning, wrong the only one is preparation plan implementation learning lesson Plan, where the lesson plan is guidelines for internal teacher use of good teachers and Correct. In matter this freedom Study must made as solution concrete on all problem existing education. Merdeka Study is embodiment forming values character nation we. Step First is repair method learning and system education, which is a must push good change and useful (Audina & Harahap, 2022).

In Indonesia, the objectives of the Curriculum are stated in Chapter 1 of the National Education System Constitution (1989), namely: the Curriculum consists of a series of plans and arrangements of content and materials which are arranged in the middle by including several main subjects, with the hope that the

training participants would have a certain level of ability. The same throughout Indonesia. Therefore, the Curriculum must be able to answer educational needs. The Curriculum would also always be side by side with the lesson plan implementation. According to Minister of Education and Culture Regulation Number 22 of 2016, the Lesson plan implementation is the time limit for each person's education for one or more consecutive semesters. Lesson Plan are developed from the syllabus in order to support initiatives to educate students with the aim of achieving basic competencies. As a result, teachers don't need to bother explaining something that has nothing to do with the lesson. The used of lesson plans can focus on providing instructions according to the basic components of the program. Lesson plan really helps teachers in teaching long material, long lessons, and assessments. (Budiyasa, 2019) in plan Study Merdeka, plan learning have three part. (1) Purpose learning, (2) stages learning, (3) and evaluation.

When carrying out practical experience, the advanced Introduction to the School Field researcher who acts as a training teacher is assigned by the teacher and applies it to carry out teaching and learning operations in the classroom. However, what was prepared in the lesson plan was not implemented properly and appropriately. Then the researcher remembered whether the teacher taught at the learning school according to what was agreed in the Lesson Plan. When carrying out practical experience, field researchers (Introduction to the School Field) who act as training teachers are assigned Lesson Plan teachers and apply them to carry out teaching and learning operations in the classroom. However,

what was prepared in the Lesson Plan was not implemented properly and appropriately. Then the researcher remembered whether the teacher taught at the learning school argues that what was agreed in the lesson plan. It is very important for a teacher to learn what a lesson plan is and how to prepare the right lesson plan so that it can be implemented well in the classroom. Apart from teachers, prospective teachers must also understand how to make lesson plans. Prospective teachers can learn it through assignments given by lecturers who teach in class and possibly learn it in microteaching classes or other teaching practice activities. These practical teaching activities would help prospective teachers prepare them to enter the world of work.

Apart from the objectives of the lesson plan, there are also problems in classroom teaching. The problem is not achieving the learning objectives that should be achieved. Learning objectives are closely related to the preparation of a teacher's lesson plans. This arrangement would support the success of teaching and learning activities in the classroom. So a teacher who makes a lesson plan just as a formality would prove that the teacher is unable to carry out the lesson plan. Not only that, teachers are also unable to adapt the lesson plans they make to their implementation when teaching in class. This can be a big problem that needs to be handled well. (Rozaq et al., n.d.)

SMA Negeri 03 Takalar is one of the schools that has implemented Merdeka learning Curriculum for three years. As a teacher, you are required to make lesson plans in accordance with the applicable Curriculum. However, several cases were found, there were still some teachers who did not implement

the lesson plan in the classroom according to the structure or components of the lesson plan that had been made. Teachers who do not implement lesson plans in the classroom because of the belief that lesson plans are just a form of formality in teaching so they do not need to be implemented completely. That's why researchers want to find out more deeply about this problem.

The aim of this research is to provide understanding to teachers and prospective teachers so that they are able to understand the Merdeka Curriculum lesson plan and implement it well in the classroom as has been created in the teacher lesson plan. Apart from that, it is also hoped that this research can break the chain of views that consider the preparation of lesson plan to be just a formality. Therefore, researchers are interested in research on "**Analysis of the Suitability Lesson Plan Based on Merdeka Curriculum and Implementation English Teacher at SMA Negeri 03 Takalar.**"

B. Research Question

1. How is the lesson plan component based on merdeka curriculum used by teachers in teaching English as a Foreign Language (EFL) classroom?
2. How is the suitability of English teacher's lesson plan with implementation in the classroom?

C. Research Objectives

1. To find out the lesson plan component based on merdeka curriculum used by teacher's in teaching English as a Foreign Language (EFL) classroom
2. To find out the suitability of English teacher's lesson Plan with implementation in the classroom

D. Research Significance

The researcher believes that the results of this research would provide many benefits both for the researcher himself, future researchers and readers. The results of this research are expected to provide two values, namely theoretical value and practical value.

1. Theoretically

The researcher hopes that the results of his research can be used as reference material for future researchers and can be used as reading material for readers.

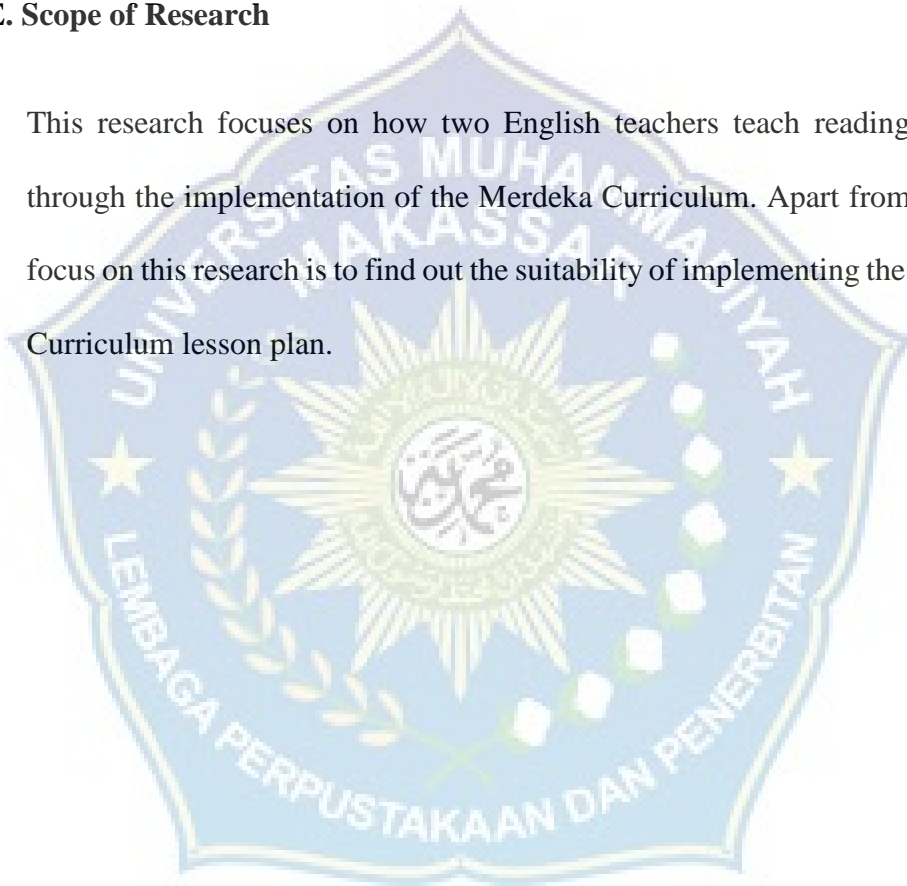
2. Practical

- a. For teachers, researcher hope that with this research teachers can used the results of this research as reference material and become material for improving lesson plans for teachers.

- b. For researchers, this research would provide new knowledge and new learning to develop their knowledge about lesson plans and their implementation in the classroom.
- c. For future researchers, this research would be a source of additional Description that would use in further research.

E. Scope of Research

This research focuses on how two English teachers teach reading in class through the implementation of the Merdeka Curriculum. Apart from that, the focus on this research is to find out the suitability of implementing the Merdeka Curriculum lesson plan.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

A number study previous studies that analyzed teachers' lesson plans included:

The first relevant research was made by (Indah Vausyah et al., 2022) in his research about “ analysis plan Indonesian language teacher learning at SMA NEGERI 3 SINJAI “ destination study this know the relevance of the Indonesian language class x teacher lesson plan with principle development based 2013 Curriculum in particular principle building principle ideas push participation active student, principle building development ideas culture read and writing, principles bait come back and monitoring, integration, and principle application technology Description and communication results study show that preparation of lesson plans by teachers is not in accordance with principle development of program ideas and specifically in matter allocation time, goal learning, school base and indicator success, already teachers should stick to it on the lesson plan with principle push participation active student. As for the similarities between this research and research by (Indah Vausyah et al., 2022), this research both analyzes teachers' lesson plans s. Meanwhile, in terms of differences, this research would use Merdeka Curriculum lesson plan for English teachers, while research from (Submitted et al., 2022) has a lesson plan using the Curriculum of 13 Indonesian language teachers.

The second relevant research was made by (Astuti, 2023) Research this aim for describe: 1) analysis implementation Merdeka Curriculum science class IV at SD NEGERI 1 KADIPIRO, 2) analyze limitations And obstacle in implementation of the Merdeka science program for grade IV SD NEGERI 1 KADIPIRO, 3) Analyzing effort overcome obstacle and obstacle in implementation of the autonomy program in learning eye basic science lessons in class IV NEGERI 1 KADIPIRO. Results study show that: 1) implementation of the Merdeka program learning science has succeed achieved, planning carried out is analyzing CP, compiling TP and producing ATP. Implementation learning has apply differentiated learning customized with need student and prepare evaluation in form questionnaire diagnostics, synthesis and evaluation, 2) exists obstacle and obstacle like invalid Description, a little references, limited time used for prepare module teaching and assessment, 3) efforts made for overcome obstacle and obstacle that is with take part in webinars, webinars and seminars, multiply source reference and use guide preparation module education provided government.

As for the similarities between this research and research from (Astuti, 2023), this research both analyzes the Merdeka Curriculum with the results achieved namely knowing the obstacles to implementing the Merdeka Curriculum. Meanwhile, in terms of differences, this research would examine English teachers in senior secondary schools, with the expected results of being able to determine the strengths and weaknesses of the Merdeka Curriculum as well as the suitability of the teacher's lesson plans with their implementation in the classroom.

Meanwhile, research from (Astuti, 2023) examined elementary secondary schools, focusing on the limitations and obstacles to the Merdeka Curriculum for science classes.

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The third relevant research was made by (Janah et al., 2019) This research aims to determine the suitability of the content/components of the lesson plan for the two Indonesian language teachers with the content/components of the 2013 Curriculum. Results study based on suitability contents components of the lesson plan with the 2013 Curriculum is 100% with criteria classification very in accordance. Each teacher's lesson plans reached 100% because contents/ components arranged in a way logical, clear and sequentially. The relevance of teacher lesson plans to implementation classroom learning have value 92.5 with criteria in accordance. Compared to the average, the two teachers own ratio 90 to 95%. Gaps

implementation learning located on giving room scope, gift technique assessment, and lack of implementation material learning. Used equipment just teaching use board write and no applies in the lesson plan that uses LCD projector or device supporter other proper disadvantaged. This research from (Janah et al., 2019) both examine teachers' lesson plans s, however, this research would used Merdeka Curriculum. (Janah et al., 2019) This research aims to determine the comparability of the content/components of the two Indonesian language teachers' lesson plans with the content/components of the 2013 curriculum.

The four relevant research was made by (Irfan et al., 2023) the aim of this research is to analyze how the Merdeka curriculum is implemented in Schools AT-TAQWA. This research uses two methods, namely qualitative and quantitative with descriptive form. What this research has in common is that they both apply Merdeka curriculum. However, this research would only use a qualitative approach in high schools with only two teachers being analyzed. Meanwhile, research from (Irfan et al., 2023) used two approaches, namely qualitative and quantitative at the MIS AT-TAQWA School with a total of 16 teachers as subjects.

Based on the results of previous research, it can be concluded that several researchers previously investigated the suitability of teachers' lesson plans s in general using the 13th curriculum and various subjects. However, this research would examine lesson plans s that have use Merdeka Curriculum for English teachers, which has never been used as research by previous researchers. Another difference is that this research would look for the strengths and weaknesses of the MerdekaCurriculum by analyzing the indicators of the Merdeka Curriculum and

then adapting it to the teacher's implementation in the classroom by analyzing only the lesson plan for reading material. "Therefore, the researcher wants to take a research title related to: Analysis of the Suitability Lesson Plans Based on the Merdeka Curriculum and Implementation of English Teacher's at SMA Negeri 03 Takalar.

B. Definition of Suitability

Argues that Oxford Lexico Online Dictionary, appropriateness refers to the quality of being true or appropriate for the person, purpose, or circumstances in question. According to KBBI Online, "suitability" in Indonesian comes from the word "big" or "suitable". It means suitable or appropriate quality. This is also referred to as conformity. According to Hambali (1991), as cited in (Yulianda et al., 2022), state that suitability is a good condition. Balanced conditions due to the fulfillment of certain conditions. This shows that what the lesson plan says is fulfilled, so that good or balanced conditions are created and in the end the learning objectives can be achieved. As a result of the conditions mentioned above being fulfilled, suitability is a state of balance or the quality of being appropriate or suited to a situation or other thing. As a result, the main point of agreement here is that the work should be done in accordance with the objectives of the English language learning program. The suitability intended in this research is the suitability of the English teacher's lesson plan with its implementation in the classroom. So the indicator of achieving this suitability lies in the suitability of the lesson plan made by the English teacher based on the Merdeka Curriculum.

C. Concept of Merdeka Curriculum

1. Definition of Curriculum

Argues that Tyler in (Damopolii et al., 2022), there are four factors that are important for developing a Curriculum. First, establishing a relationship with the educational goals you want to achieve; second, to do so with the learning skills necessary to achieve those goals; third, organizing study skills; and finally, link to the evaluation:

- a. Identification of objectives Formulating objectives is the first and main step that must be taken in compiling a Curriculum. Therefore, its goal is passion or sacramental education. Generally does not provide specific Description about its purpose. However, Tyler clarified that the goal-specific data may come from women, those researching modern life, academic disciplines such as philosophy and the psychology of learning. Curriculum objectives generally depend greatly on educational theory, student-teacher relationships, and the Curriculum model chosen. Mastery of various concepts and theories reflected in scientific disciplines is a source for developing scientific subject curricula.
- b. Mention the learning mindset. The second step in the Curriculum development process is to deliver learning experiences that match the desired outcomes. Learning experiences are all activities carried out by students when interacting with the surrounding environment.

c. Organizing, learning experiences organizing learning experiences, either in the form of subject units or in the form of programs, is the third step in designing a Curriculum. There are two types of organizational learning: vertical learning and horizontal learning. Vertical organization when connecting learning experiences in one identical task at different speeds. For example, organizing learning activities that link grades 5 and 6 in geography subjects. However, if you quickly connect with people who study geography and other related fields, you can get involved in horizontal organizations. (Ahmad, p. 2022)

The Curriculum encompasses everything that influences students' personal formation and growth in accordance with the attainment of educational goals, not just the subject matter covered in the courses and learning activities. This helps to raise the standard of education (Fatih et al., 2022). Curriculum renewal has a significant impact on the learning process because it makes the process, model, or learning method more effective and efficient. It also advances the use of these innovations to raise the standard of education in Indonesia and make it better. The Curriculum needs to be changed to reflect the current world, particularly in science and technology where Description is becoming more vast and unmanageable. In Indonesia, Curriculum changes represent a significant shift in the field of education. Since the Ministry of Education and Culture is now doing socialization first in order for this Merdeka Curriculum to become national Curriculum, it is currently only utilized as an alternative in the field of education. So not all schools are required to implement this Curriculum for Merdeka learning (Rahmadhani et al., 2022).

Merdeka is a new initiative in Indonesian education that involves the implementation of the Merdeka Curriculum. According to the General of Teachers and Education Personnel (Ditjen GTK), the current Curriculum is a Curriculum with broad educational opportunities where the content would be better used so that students have sufficient time to face problems and improve their skills (Azzahra, 2022). State that the Ministry of Education and Culture, the Merdeka Curriculum is a Curriculum with extensive intra curricular learning that would be optimized so that students have sufficient time to learn concepts and develop their skills (Adzmi, 2020). Argues that the Merdeka Curriculum, teachers must involve students in learning activities that are fun and encourage initiative, creativity and innovation. Students are always innovative and proactive (Daga, 2021). In accordance with the Pancasila student profile, the initial Curriculum was developed to provide encouragement to teachers, students and the wider education community to spur innovation to advance broader knowledge. Building a Curriculum that focuses on developing core competencies and student characteristics can be done with the help of Merdeka private education Curriculum and the principle of Teachers as Educators. Merdeka Curriculum is an educational program that incorporates various interactive learning systems, wherein the content is more suitable for learners to have enough time to learn the material and develop their skills. The teacher would have the flexibility to select various teaching aids so that they can be tailored to the needs and interests of the students (Zidan, 2023)

2. Characteristics of the Merdeka Curriculum

The Merdeka Curriculum has the main characteristics, the main factors that can motivate teachers and students to be involved in the learning process are: 1. in effort to help Pancasila students develop their soft skills and character profiles which include faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical reasoning, and Merdeka learning activities are designed using project-based learning. 2). As one of the fundamental competencies, learning materials emphasize strengthening literacy and numeracy; and 3). Teachers are free to create lessons that are tailored to each student's skill level while maintaining a balance with the local Curriculum and context (Rosmana et al., 2022). The goal of Merdeka learning is to help students become more analytically and critically thinking members of society (Syahrudin et al., 2021). Learning together gives students a valuable learning experience that helps them develop their cognitive and interpersonal skills (Feriyanto et al., 2022). Learning curves are a set of rules for balancing the literacy and numeracy of students (Munafiah et al., 2023). The goal of education for all is to increase life skills, both soft and hard, so that they are more accurate and relevant to everyday needs (Sesmiarni et al., 2022).

This character is consistent with the book "Merdeka Curriculum and the New Learning Paradigm" by (Dr. Deni Hadiansah., S.Pd., 2022) argues that describes how learning is organized into three primary categories in the Merdeka Curriculum:

- a. Intra curricular, lesson content learning activities/experiences, examples of Merdeka and reasoning and critical reasoning.
 - b. Pancasila student profile: Through themes and project management based on dimensions and phases, Pancasila profile project activities are designed Merdeka from intra curricular activities to strengthen efforts to achieve competency and character in accordance with the Pancasila student profile. A shining example of moral excellence and devotion to the Almighty God.
 - c. Extracurricular, activities are those that fall outside of the regular study hours and are overseen and guided by the education unit. They serve as illustrations of creativity, diversity from around the world, and collaboration amongst people. One instrument that can be utilized to get students ready for challenges in the Future is the autonomous Curriculum. It gives students the freedom to explore and reach their full potential. The National Education Standards and the National Education System's goals serve as the foundation for the Merdeka Curriculum. Furthermore, it is predicated on the creation of the Pancasila learner profile.
- a) **Character and Project Based Learning**

Learning is mostly concerned with gaining knowledge through experimentation or practicum. "Learn by doing" is the phrase. As a result, instead of just learning a subject by heart, students engage with it by observing related phenomena. Children would study with purpose thanks to this education. Learning models that are frequently employed are those that are solution- or discovery-based, like: Discovery Learning (DL); Problem Based Learning (Project Based Learning); and Inquiry.

Students' soft skills such as leadership, teamwork, communication, critical thinking, and time management would be refined through experiments and projects. Implicit character development of the Pancasila learner profile takes place. Including in the process of education. Of course, the general public would not benefit from proficiency in a variety of areas if it is not tempered with the appropriate attitude. It is anticipated that students would act in a way that aligns with Pancasila six core values: Having high moral standards, believing in God, and fearing him. Global diversity, reciprocal cooperation, Merdeka, critical thinking, and creativity. Students have the chance to study significant topics like technology, entrepreneurship, mental health, culture, sustainable lifestyles, tolerance, and democratic life. Later learners would receive training on how to address these problems with specific actions.

b) Pay Attention to Crucial Content

Every subject is crucial to learn. But there isn't a lot of learning time spent in school. Therefore, it would be best if we concentrated on the most pertinent and important Description. There would be ample time for students to study fundamental skills like reading and math.

- a. The capacity to evaluate reading and comprehend the ideas presented in writing is known as literacy.
- b. The capacity to analyze using numbers is known as numeracy.

Regardless of their future career, learners would frequently use both competencies in their daily lives. Although there are fewer instructional resources listed in the Merdeka Curriculum, the discussion is comprehensive.

Naturally, this is preferable to learning a lot of things that are quickly forgotten due to a lack of.

c) Adaptability for both educators and learners

Differentiated learning can be implemented by teachers based on the skills of their individual students. Naturally, each child has a unique set of skills. It is the teacher's responsibility to determine and support the learners' initial competency. Experiments and demonstrations predominate in the learning process if the majority of students have kinesthetic learning styles. The teacher may ask other students to serve as peer tutors for any students who are less capable. Students are free to select the subjects they are interested in at the senior secondary level. The topic they have selected are relevant to their goals. For instance, a student would select Physics and Mathematics if he wants to work as a civil engineer.

As for the characteristics of the Curriculum and principles or strategic types of Merdeka Curriculum according to Nilken Dwi Sitoningrum, there are several main characteristics of this Curriculum, including:

1. Focus on important subjects to make learning more complex. More resources are available to develop character and skills through team-based learning (Profile of Student Teachers in the Pancasila Project).
2. Learning that is fun and relevant to the needs of students and the conditions of the educational unit encourages the achievement of learning per stage and flexible lesson hours.
3. Offers flexibility for teachers, learning communities, and learning materials to develop a single Curriculum for education and provide quality instruction.

3. Merdeka Curriculum Teaching Strategy

The Merdeka Curriculum includes three types of teaching strategies, including;

1. Intra curricular learning is carried out in different ways so that students have lots of time to think critically and improve their skills. This also gives teachers the opportunity to choose open tools according to their needs and personal characteristics.
2. Co-curricular education in the form of a Pancasila student profile project which adheres to the principles of interdisciplinary learning which focuses on character development and general competence
3. The implementation of the extracurricular Curriculum follows the requirements for female and male students.

4. Implementation of Merdeka Curriculum

The Merdeka Curriculum was introduced by Nadiem Anwar Makarim, Minister of Culture and Education. With the variety of Intra curricular learning opportunities offered by this Curriculum, students would have ample opportunity to deepen their understanding of concepts and hone their skills. Teachers are allowed to select the educational resources they want to use in order to customize instruction to the interests and needs of their students. For the 2022–2023 academic year, schools can choose to implement the Merdeka Curriculum in one of three ways: partially without deleting the previous Curriculum; with pre-made teaching materials; or by creating their own teaching resources.

A resource used in the Merdeka Curriculum's learning process is the Pancasila student profile. This is done in an effort to generate graduates who respect

Pancasila's values and are competent. The Merdeka Curriculum's learning must result in projects, or what is known as project-based learning.

There are already 143,265 schools using the Merdeka Curriculum as of the 2022–2023 school year, according to data from the Ministry of Education and Research and Technology. When used effectively, the Merdeka Curriculum can create a more comfortable learning environment where instructors and students can converse more easily, learning can take place anywhere, and students can develop their intelligence, Merdeka, and self-confidence. The fundamental tenet of autonomous learning is placing your trust in the instructor so the argue that (Rosmansyah et al., 2021), "the teacher feels free in carrying out learning.

It is up to the teachers to decide how to assess students using the Merdeka Curriculum. The Minimum Competency Assessment and the Character Survey took the place of the National Examination (UN), which was eliminated. Schools have complete control over how the National Based School Examination (USBN) is administered. Teaching modules are a condensed version of Lesson plan implementations. The Merdeka Curriculum specifies the zoning system for admitting new students. Deep and simple are the defining characteristics of the Merdeka Curriculum. In order to make learning activities more purposeful, enjoyable, and leisurely, learning is presented in accordance with students' phases, with an emphasis on building students' abilities and fundamental knowledge. Several learning resources have been included in to help teachers create their teaching strategies more easily.

There is no denying that different teachers have different perceptions of one another; these differences are caused by a variety of internal and external factors. A teacher's opinion of classroom action research can be impacted by external factors such as the scarcity of funding for research, the scarcity of reading materials or references to support the practice, the absence of teacher training programs on the subject, the difficulty of presenting research findings, and the lack of a forum in which to do so. Teachers' lack of motivation to develop a classroom action research project stems from their ignorance of the fundamental theory behind the project, their inability to formulate hypotheses, and their lack of experience with data collection are examples of internal factors that impact them.

D. Concept of Lesson Plan Merdeka Curriculum

1. Definition of Lesson Plan Merdeka Currilculum

Lesson plan is a learning tool that every teacher must have when teaching in the classroom. When preparing a good teacher's lesson plan and implementing it in the classroom in accordance with the lesson plan that has been made, the teacher can say that the teaching process is in accordance with the standards in the Curriculum. Teachers should use income planning as a guide to ensure the success of their implemented activities. Preliminary planning tasks that are possible to complete making lesson plan (plan implementation of learning) based on the development of a syllabus that directs the learning process is how to accomplish this. The instructor would prioritize creating lessons first. With good planning, it is possible that the learning media used would also be interesting because learning media has benefits. The benefits of teaching materials for teachers are not limited

to something that can help students overcome difficult reading assignments for teachers and, for students, one of the benefits is more interesting learning activities. These include, but are not limited to helping students overcome difficult reading assignments and for students, one of the benefits is more interesting learning activities. Learning materials are made in several models in several models that suit the characteristics of the learning material and the needs to be communicated (Ayu & Hambali, 2022).

2. Component of Lesson Plan Merdeka Curriculum

Lesson planning is a crucial learning process for educators, both current and aspiring. According to Identity Regulation Number 22 of 2016 issued by the Ministry of Education and Culture, The title of the instructional unit, the class or semester, the subject, the subject matter or theme, and the allotted time are all included in the lesson plan. Each student's education should result in lesson plan components that are in line with the decisions made (Budiyasa, 2020). Lesson planning abilities must adhere to all relevant laws and regulations. Writing an lesson plan requires assessment, which can be gauged by the lesson plan format and level of ability indicators (cognitive, skills, and attitudes). Comprehensive learning exercises grounded in a scientific methodology, the choice and application of instructional strategies, the ability to modify learning materials in accordance with model learning, learning indicators for the purpose of choosing the content to be taught, and the evaluation method selected (Audina & Harahap, 2022).

According to Minister of Education and Culture Circular Letter Number 14 of 2019, the lesson plan three main parts are simplified to one page in order to

improve efficiency, effectiveness, and student focus. Being efficient in lesson planning entails providing a concise explanation and avoiding wastage of time and effort. When a lesson plan is effective, it is created with the learning objectives in mind. According to Hendri (2020), the third approach is focused on the needs, interests, and readiness of the students in the classroom. Lesson plans in the autonomous learning Curriculum are composed of three elements: (1) learning objectives; (2) learning steps; and (3) assessment.

These three elements are student-focused, successful, and efficient. It is expected of prospective teachers to be able to create an engaging learning environment, and educators possess specific knowledge and insight (Atin & Lubis, 2019). Acceptability of the Materials also critical to focus on teaching with indicators (Audina & Harahap, 2022). Curriculum 13 is followed by the Curriculum for Merdeka learning. Since it is widely acknowledged that the goal of education is to humanize people, the idea of the Merdeka learning Curriculum is one for student learning through the use of the national education system (Yamin & Syahrir, 2020). In the autonomous Curriculum, both teachers and students search for answers to issues that already exist. Students are encouraged to solve problems without completely involving the teacher. The most important thing is for teachers and students to communicate. The teaching module consists of the following elements worldwide: a) An appendix; b) core components; and c) the general Description component. Several points are included in the general Description component, specifically:

1. The name of the module creator, the place of origin, the year the instructional module was developed, the class size, the school, and the time allotted.
2. Initial competency, which is a declaration of the knowledge and abilities that students must possess prior to studying the subject matter.
3. Student Profile on Pancasila.
4. Infrastructure and Facilities
5. Focus on Students
6. To ensure that the learning process proceeds smoothly, teachers can design teaching modules based on the categories of their students. In general, students fall into at least three categories, which are as follows: Ordinary students: these characters have no trouble comprehending the lesson material. (Audina & Harahap, 2022)

In the meantime, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and teacher and student reflection make up the essential elements of the teaching module.

1. Learning Goals as a way to gauge students' comprehension, learning objectives should highlight key concepts and be tested using a variety of assessment methods. A flow of learning achievement content and a flow of learning objectives make up learning objectives. To identify learning resources and activities, this is done employed, the suitability of different students, and the methods of assessment employed. Starting with the cognitive domain, which encompasses facts and Description, procedural, conceptual understanding, the art of critical thinking and

reasoning skills, and communication steps, the forms of learning objectives also differ.

2. A deep comprehension. In order for the concepts that teachers have created to influence student behavior, meaningful understanding which characterizes the learning process must go beyond memorization of ideas or phenomena. Instead, Activities that establish connections between these concepts must be carried out in order to form a solid understanding.
3. Sparking Inquiries Teachers can initiate conversations between friends or teachers, spark observations, and stimulate speaking intelligence in their students by posing the questions that are listed in the teaching module lesson plans. Make an effort to ask open-ended questions like "what," "how," and "why."
4. Educational Tasks: There are scenarios for learning in and out of the classroom in this activity. This exercise follows a methodical flow that can be customized with learning choices or alternative learning in accordance with satisfies the educational requirements of the pupils while staying inside the allotted time frame. Based on active learning techniques, the learning activity stages are introductory, core, and closing.
5. Evaluation As is well knowledge, the assessments used in the Merdeka learning Curriculum fall into three categories: formative, summative, and diagnostic. At the conclusion of learning activities, this is used to gauge learning accomplishments. Prior to instruction, a diagnostic evaluation that classifies the student's condition from a psychological and cognitive stand point must be completed. Formative

evaluations are conducted as students are studying. Summative evaluations, meanwhile, take place at the conclusion of the educational journey.

There exist multiple forms of assessment, such as: (1) attitude, which can be evaluated through observations, self-evaluations, peer and anecdotal assessments; (2) performance, which evaluates students' skills and psychomotor outcomes through presentations, dramas, market days, etc.; and (3) written, which can be evaluated through objective written tests, essays, multiple choice questions, questionnaires, etc. When assessing their students, teachers are free to use their imagination. 6. Enhancement and Correctional. Both highly accomplished students and students who require assistance in understanding the subject matter can benefit from these two learning exercises. Instructors should focus on defining worksheets for students receiving remedial instruction versus those receiving enrichment. In the last phase, specifically the attachment, which comprises. (Maulinda, 2022).

3. Implementation of the Teacher in Teaching Implementation Program Based on the Merdeka Curriculum.

When carrying out learning, it must refer to Minister of Education and Culture Regulation Number 16 of 2022, the learning process is also emphasized in three main stages, namely introduction, core and conclusion, with an emphasis on active student participation, development of critical thinking skills, and the application of innovative and relevant learning methods to real life contexts.

The following are important points that are modified in the aforementioned regulation:

- a. Preliminary activities: The teacher encourages students to participate in class activities that can pique their interest and inspire them. They are also taught to match the material being studied with prior knowledge.
- b. Core activities: The teacher presents the core material using various interactive and collaborative methods, encouraging students to actively participate in discussions, practicals, projects, and other activities that support students' deep and thoughtful learning.
- c. Closing: The teacher guides students' learning by providing them with relevant material that has already been studied, offering them feedback, and conducting assessments to gauge their understanding of the material.

Due to this regulation, it is hoped that education in schools would become more flexible and in line with daily changes, as well as capable of developing students' holistic competencies.

E. Concept of Reading

1. Definition of Reading

Reading training has an important role in developing high-caliber human resources. Reading can be seen as a fundamental activity that provides people with the knowledge they need to progress in life. (Virgiyanti & Mahdiyah, 2023) argues that reading is not a prerequisite for any other activity in the educational process. Every worthwhile field that is associated with science Reading activities are not necessary for culture either. Reading is a very important part of the English language, because by reading a person can find out many things or Description

that is really needed. Moreover, if a student reads English texts, then this would practice how to pronounce letters in English. Letters or pronouncing written language symbols or reading is a recording and decoding process (Yamin & Syahrir, 2020). This means that reading is the process of re-encoding (recording) and pronouncing codes or sound symbols (decoding) contained in the text (reading the lines).

On the surface, reading comprehension activities aim to find and understand meaning through reading. This reading goal affects the type of book that is chosen, for example, fiction or nonfiction. There are several different reading goals, according to Anderson (1972:214): (1) reading for facts or details; (2) reading for main ideas; (3) reading for sequence or organization; (4) reading for inference; (5) reading to classify; (6) reading to evaluate; and (7) reading to compare or contrast. This means that the goal of reading is to learn about facts or stories, gain a primary idea, understand essay or everyday objects, draw conclusions, categorize, evaluate, and compare or contrast.

2. Reading Process

Woridijoyo (1989) as cited in ((Rizal, 2019) puts forward some states or reading process as follow:

a. Perception

This perception suggests the capacity to read words as a meaningful unit.

b. Comprehension

The ability to make an author's or writer's words useful when read in context is referred to as comprehension.

c. Reaction

The action that needs to be taken into account in relation to the writers' previous statements is the reaction.

d. Integration

The degree of integration refers to the reader's capacity to comprehend or grasp the writer's experience through concept, which can be helpful.

4.Kinds of Reading

(Rizal, 2019) Argues that are three types of reading in books: silent reading, speed reading, and reading aloud.

1) Reading Aloud

Speaking out loud involves expressing every word in the text orally. Reading aloud is a crucial tool that is indispensable in accomplishing that aim since it greatly facilitates the breaking of our reading habits. The students would gain as much experience as they can.

2) Silent Reading

Means that in situations where voice is not expressed, read by heart. In the process of reading comprehension, it is typically done to understand the text. Reading silently often encourages the reader to look up word meanings. A reader who reads this way improves their comprehension.

3) Speed Reading

Reading quickly helps you get ideas and find specific answers to questions. This type of reading is meant to increase reading comprehension and speed. This is an essential skill for students to have. Comprehending alongside

speed reading is an essential skill. However, the type of reading material you choose would affect how quickly you can read.

5. The Reading Technique

(Bamford & Day, 1998) as cited in (Rizal, 2019) determined the types of reading for the purpose of reading:

a. Skimming

The eyes skim the text quickly in order to address the main idea and gist of it. But, in order to locate specific Description the wishes, a reader should scan quickly across and down the page.

b. Scanning

The reader is not searching for anything specific that he finds in the text. You can use scanning to locate a name, piece of Description, statistic, or written fact. The writing lines quickly catch the attention of the eyes.

c. Intensive reading

Another name for it is study reading. This requires reading the text aloud in closed eyes because the level of comprehension should be high and the reading pace should be appropriately slower.

6. Model of reading

A reader, a text, and their interaction with each other make up the cognitive process of reading. The bottom-up, top-down, and interaction models are the three models used to explain the second-language reading process.

F. Conceptual Framework

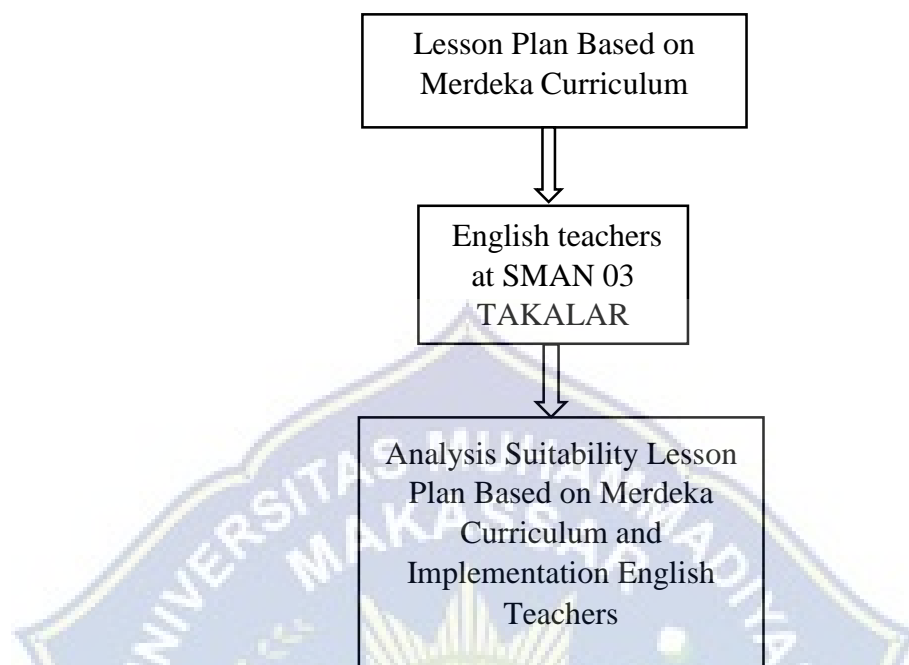


Figure 2.1 Conceptual Framework

The conceptual framework above explains the research process. Researchers have analyzed the suitability lesson plan based on merdeka curriculum and implementation english teachers. Checklist observations and documentation have been used in this research. The researcher knows that the lesson plan implementation made by the teacher is in accordance with the implementation of the merdeka Curriculum in the classroom by focusing on how the two English teachers who teach reading in the classroom through the implementation of the merdeka Curriculum comply with the implementation of the merdeka Curriculum that has been determined.

CHAPTER III

RESEARCH METHODOLOGY

In this section the researcher would explain the research design, research subjects, research instruments, data collection techniques, and data analysis techniques

A. Research design

The type of research used in this research is qualitative research. The research approach used in this research is a qualitative descriptive approach. Descriptiveness is one of the characteristics of qualitative research. The data that would be collected is data in the form of images, words, and not data in the form of numbers. This is caused by the application of qualitative methods. During the research, the researcher would use a qualitative descriptive method, where the researcher would analyze the lesson plans of two English teachers at the relevant school. With the aim of finding out the suitability of the lesson plan teachers and implementation in the classroom using the Merdeka curriculum.

B. Research Subject

The subjects of this research are two English teachers at SMA 3 TAKALAR who would be observed on how the English teachers teach reading in class through the implementation of the Merdeka Curriculum.

C. Research Instrument

This Research would used a series of tools to collect data and build a study. Observation checklist and documentation lesson plans would used in this research data collection.

D. Data Collection Techniques

The following are the data collection practices:

1. Observation Checklist

Observation is a data collection technique using various methods, including determining the state or condition of a particular object. The researcher has used a pre-agreed checklist for observations. The observation checklist sheet contains aspects that researchers can determine based on the results of observations regarding teacher implementation in the classroom. Next, the researcher provides a checklist whether the observation results are in accordance with the standards stated in the observation report. The observations carried out by researchers aimed to analyze indicators of achievement in the Merdeka curriculum. Filling in this observation sheet is done by ticking (√) in the answer column of the merdeka Curriculum checklist observation sheet.

2. Documentation (Lesson Plan)

Documentation is a data collection technique in the form of documents/archives to add information. In this research, the documentation used in the form of a National Merdeka Curriculum lesson plan sheet implementation with a sheet owned by the teacher at SMA NEGERI 3 TAKALAR. This documentation is to measure the

suitability of the merdeka Curriculum teacher's lesson plan implementation with its implementation in the classroom. The function of this documentation is to make it easier for researchers in their research process regarding teachers' lesson plan implementation.

E. Data analysis

The researcher adopted the Gay (2012) procedure, data analysis in qualitative research leads to the findings of previous studies relating to the supported title, where the research result have an undeniable atmosphere, and in summarizing is carried out reflective in understanding various data sources in the form of observation and documentation. The data analysis technique in this study goes through three stages, as stated by (Gay 2012):

a. Analysis

Analysis can define as a process that involves data transformation, data modeling, and data cleaning to facilitate the process of obtaining more accurate and useful Description for making statements. The goal of data analysis is to collect Description from a data set and develop conclusions based on the data analysis. In the first step of analysis, the researcher would analyzed the suitability of the English teacher's lesson plan with its implementation in the classroom. In this stage, researchers focus on analyzing the lesson plans s of teachers who used the Merdeka Curriculum by observing teachers in the classroom.

b. Data Display

Data displays create detailed and extensive descriptions of participants,

environments, and phenomena under investigation to illustrate the rich complexity of research. The purpose of this step is to build a narrative picture of the scenes and events that occurred at the location so that the researcher can understand the setting of the investigation. Data Display is where qualitative researchers present more data by focusing on words or actions that occur in a particular context. This research focuses on how two English teachers teach reading in the classroom through the implementation of Merdeka Curriculum.

c. Drawing Conclusions/Verification

Drawing and verifying conclusions is the third step in qualitative data analysis based on Gay (2021). The analysis in this paper includes document analysis and content analysis, therefore the results would be used to develop procedures to highlight important parts of the document, namely the lesson plan for English teachers at SMA Negeri 03 Takalar. To address concerns regarding the condition of lesson plan components. The composition would be varied, tasted, compared with other components, or classified, and the results would be compared with the teacher's theory in implementing the lesson plan in class. After the data in the field has been collected used qualitative descriptive methods, the researcher would analyzed the data used checklist observation and documentation, then the final stage is drawing conclusions and the results of data analysis in the form of an analysis of the suitability of the teacher's lesson plan with its implementation in the classroom.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on research conducted by researchers at SMA Negeri 03 Takalar, curriculum implementation began in approximately three years and the stages were implemented in class X and class XI and class XII.

1. The lesson plan component based on merdeka curriculum used by teachers in teaching English as a Foreign Language (EFL) classroom

In classes X Abdul Jalal and XI Archimedes SMA Negeri 03 Takalar, the curriculum is now based on the results of observational studies conducted on English teachers. Cerklis' observations were carried out to study the Merdeka Curriculum teaching methods used by teachers in teaching English as a foreign language (EFL) in the classroom. Researchers conducted an analysis of four face-to-face processes or also known as educational processes, with the first teacher in class X, Abdul Jalal, and the second four cases of face-to-face processes, with the second teacher in the class. XI, Archimedes. The learning in question is based on face to face 1, 2, 3, and 4. The learning activities consist of preliminary activities, core activities and closing activities.

a. Teacher Class X Abdul Jalal

1) Preperation Document in Teaching based on Merdeka Curriculum

No	Component of lesson plan	Completeness	Description (Keterangan)
1	Identity (Identitas)	✓	It has been included in the lesson plan implementation
	a. Education units (Satuan pendidikan)	✓	The name of the school is included in the lesson plan implementation
	b. Class (Kelas)	✓	The name of Class X is included in the lesson plan implementation
	c. Semester	-	Not included in the lesson plan implementation
	d. Subjects (Mata Pelajaran)	✓	It's already listed
	e. Subject matter (Materi Pokok)	✓	It's already listed
	f. Time Allocation (Alokasi Waktu)	✓	Listed as 8 JP (lesson hours)
2	Initial Competency (Kompetensi Awal)	-	It's not listed
3	Pancasila Student Profile (Profil Pelajar Pancasila)	✓	- Global Diversity - Critical Reasoning
4	Facilities and infrastructure (Sarana Dan Prasarana)	✓	- Markers -Paper (Reading Material)

5	Learning model (Model Pembelajaran)	✓	Included in the lesson plan implementation is Project Based Learning
6	Learning Flow (Alur Pembelajaran)	✓	Already using 'merdeka'
7	Mode (Moda)	✓	Included in the lesson plan is Offline
8	Teaching Objectives (Tujuan Pembelajaran)	✓	Included in the lesson plan
9	Assessment (Assesmen)	✓	Using initial, formative, and summative assessments
10	Meaningful Understanding (Pemahaman Bermakna)	✓	There are benefits to learning report texts for students.
11	Igniter Question (Pertanyaan Pemantik)	✓	This question has been included in the teacher' lesson plan
12	Teaching steps (Langkah-langkah pengajaran)	✓	Introduction, main and closing activities
	A. Initial activities (Kegiatan pendahuluan/awal)	✓	Included in the teacher lesson plan
	B. Core activities (Kegiatan inti)	✓	Included in the teacher lesson plan
	C. Closing activities (Kegiatan penutup)	✓	Included in the teacher lesson plan
13	Reflection (Refleksi)	-	The form of reflection is not included in the teacher lesson plan

14	Student Worksheet (Lembar Kerja Peserta Didik)	✓	Included in the teacher lesson plan
15	Enrichment and Remedial Activities (Kegiatan Pengayaan Dan Remedial)	-	Forms of enrichment and remedial are not included in the teacher lesson plan
16	Reading material (Bahan Bacaan)	✓	Included in the teacher lesson plan
17	Glossary/Bibliography (Glosarium /Daftar Pustaka)	-	Description on the bibliography/resources used in the teacher lesson plan is not included

Information:

(✓) = In accordance

(-) = No In accordance

The researchers observed results of class X teacher Abdul Jalal lesson plan implementation which had similar results to the table above. The lesson plan implementation made by the teacher is in accordance with the format specified in the Merdeka Curriculum. However, there are several important points in the teacher lesson plan implementation above that were not mentioned, such as in the Glossary form and the Remedial and Enrichment sections.

The researcher's observations of the teacher in the class turned out to be quite accurate; this can be seen in the activities of the core group and closing group. To find out more about the pedagogy of class X teacher Abdul Jalal,

researchers conducted observational research at the school. Researchers analyzed four face-to-face meetings or eight learning processes carried out by class X teacher Abdul Jalal. The learning in question is face-to-face 1, 2, 3, and 4. Learning activities consist of core, closing and introductory activities.

The results of the first observation, in the preliminary activity, the teacher started the lesson by greeting the students. Then continued with reading prayers led by the class leader. The teacher checks the attendance of class X student Abdul Jalal. Next, the teacher conveys the topic and objectives of the learning that will be carried out. The teacher divides the groups, then the students sit according to their group friends. The teacher then asks questions related to learning report text (the teacher asks questions related to students' opinions regarding the picture). Continuing with the core activities, the teacher asks students to explore concepts by reading prepared sources in the form of videos (audio-visual) and reading books (visual). Next, the teacher provides a list of vocabulary related to the material taught through the Quizlet application. Then, the teacher provides material reinforcement by discussing it with the students, then the students collaborate with their group friends to understand the report text provided by filling in worksheets related to finding and analyzing the social function, text structure and linguistic elements of the report text presented. Next, the teacher asks students to present the results of each group's work by reading the results, then the teacher pays attention to the students' pronunciation and the content of the reading. During the lesson, the teacher observes student behavior related to positive discipline, namely facilitating students to realize

the consequences of violating class agreements and correcting their violating behavior. The final activity is the closing activity, the teacher asks students to review/briefly reflect on the material that has been taught. Then the teacher does not forget to briefly convey the learning activities at the next meeting.

The results of the second observation in the preliminary activity, the teacher started his teaching with greetings and greetings. Then the teacher asked the students to sit according to their respective groups based on the results of the initial assessment regarding 'Student Readiness' which had been carried out at the previous meeting. The teacher also does not forget to identify the presence of students and then convey the topic and objectives of the learning that will be carried out. The teacher reminds the class agreement and its consequences and asks questions related to the report text learning activity. Continuing to the core activities, the teacher informs the students that that day they will read and discuss the animals around them. After this information, the teacher then provides several pieces of paragraphs and students answer the questions starting by reading the questions and then matching the paragraphs. The teacher provides feedback and reinforcement to students, then the teacher explains tips for finding the main idea/general information in a reading. The teacher asks students to work on worksheet one and worksheet two in groups. Next, the teacher asks three groups to present their work on worksheet one and the teacher asks three groups to present their work on worksheet two. The teacher invites students who want to ask questions regarding the results of group work. The teacher does not forget to provide feedback and reinforce the material.

During the lesson, the teacher observes student behavior related to positive discipline, namely facilitating students to realize the consequences of violating class agreements and correcting their violating behavior. The final stage is the closing activity, the teacher and students reflect on the results of that day's lesson and conditioning students to be grateful for the results of today's learning. Then the teacher briefly conveys the learning activities at the next meeting.

Observation results of the third meeting. In the preliminary activity, the teacher asks students to sit in their respective groups. The teacher begins his teaching with warm greetings and greetings, then continues with reading a prayer led by one of the students. Then, the teacher identifies the presence of students and conveys the topic and the learning objectives that will be carried out. Next, the teacher reminds the class agreement and the consequences obtained. The teacher provides trigger questions to lead students to the material and discussion. Next, we enter the core activities of the teacher's teaching, at this stage the teacher presents two pairs of texts, then the teacher asks students to read and compare the two pairs of texts (what are the differences and similarities). The teacher asks several groups to convey the results of their discussion, then the teacher provides feedback and reinforcement. The technique used by the teacher is the gallery wall technique, namely to ensure students are able to identify the social function, structure of the text, and linguistic characteristics/character of the text. The teacher creates four stations in the classroom. Each station is given a report text. Next, the teacher distributes

four label sticks to each group. The teacher asks each group to visit each station and write in language: simple present tense (these birds are omnivore eats grass as well insect) then attach the sticks to each station. The teacher provides backup and reinforcement of the material. The teacher asks students to work on the Recount Text Analysis worksheet in groups. Then, the teacher asks students to submit their answers and the teacher provides feedback and reinforcement of the material. During the lesson, the teacher observes student behavior related to positive discipline, namely facilitating students to realize the consequences of violating class agreements and correcting violating behavior. The final stage in teacher teaching is the closing stage, the teacher and students reflect on learning outcomes related to the report text and condition students to be grateful for the learning results. Then finally the teacher briefly conveys the learning activities at the next meeting.

The results of the observation of the fourth meeting, the first stage of the teacher's teaching was a preliminary activity, at this stage the teacher began his teaching with warm greetings and greetings, then continued by reading a prayer led by one of the students. The teacher identifies the presence of students and then conveys the topic and objectives of the learning that will be carried out. The teacher reminds the class agreement and its consequences. Then the teacher gives lighter questions to lead students to choose the product they want. The teacher asks students to sit according to the selected group. Next, in the core activity, the teacher provides examples of report text topics, including the characters, then each student composes a report text according to the topic they

have chosen. Students are allowed to search for data from various sources but the teacher still accompanies students and provides the assistance needed during learning. Students collect their work results and the teacher asks topic group representatives to present their work results in front of the class by reading and explaining the results of their work. The final activity in the teacher's teaching is the closing activity, in this activity the teacher and students reflect on the learning results, condition the students to be grateful for the learning results, then the teacher briefly conveys the learning activities at the next meeting.

It can be seen that from the four face-to-face learning processes that researchers studied, it was found that the learning process led by class X teacher Abdul Jalal was quite good. The line with the merdeka curriculum in the teaching process, the teacher has implemented a problem-based learning model with a constructivist approach. Every learning activity has been carried out as efficiently as possible, and all learning is in accordance with the curriculum implemented in the Class and School.

b. Teacher Class XI Archimedes

1) Preperation Document in Teaching based on Merdeka Curriculum

No	Component of lesson plan	Completeness	Description (Keterangan)
1	Identity (Identitas)	✓	It has been included in the lesson plan implementation

	a. Education units (Satuan pendidikan)	✓	The name of the school is included in the lesson plan implementation
	c. Class (Kelas)	✓	The name of Class XI is included in the lesson plan implementation
	d. Semester	-	Not included in the lesson plan implementation
	e. Subjects (Mata Pelajaran)	✓	It's already listed
	f. Subject matter (Materi Pokok)	✓	It's already listed
	g. Time Allocation (Alokasi Waktu)	✓	Listed as 8 JP (lesson hours)
2	Initial Competency (Kompetensi Awal)	✓	It's already listed
3	Pancasila Student Profile (Profil Pelajar Pancasila)	✓	It's already listed
4	Facilities and infrastructure (Sarana Dan Prasarana)	✓	a. Student and teacher devices b. Learning Media (Learning Videos, images, Power Point) c. Class XI English Book d. WhatsApp
5	Learning model (Model Pembelajaran)	✓	Included in the lesson plan implementation is Project Based Learning
6	Learning Flow (Alur Pembelajaran)	✓	Already using 'merdeka'

7	Mode (Moda)	✓	Included in the lesson planplan is luring
8	Teaching Objectives (Tujuan Pembelajaran)	✓	Included in the lesson plan
9	Assessment (Assesmen)	✓	Using initial, formative, and summative assessments
10	Meaningful Understanding (Pemahaman Bermakna)	✓	There are benefits to learning report texts for students.
11	Igniter Question (Pertanyaan Pemantik)	✓	This question has been included in the teacher' lesson planplan
12	Teaching steps (Langkah-langkah pengajaran)	✓	Introduction, main and closing activities
	A. Initial activities (Kegiatan pendahuluan/awal)	✓	Included in the teacher lesson plan
	B. Core activities (Kegiatan inti)	✓	Included in the teacher lesson planplan
	C. Closing activities (Kegiatan penutup)	✓	Included in the teacher lesson plan
13	Reflection (Refleksi)	✓	The form of reflection is not included in the teacher lesson planplan
14	Student Worksheet (Lembar Kerja Peserta Didik)	✓	Included in the lesson plan

15	Enrichment and Remedia Activities (Kegiatan Pengayaan Dan Remedia)	-	Forms of enrichment and remedial are not included in the teacher lesson plan
16	Reading material (Bahan Bacaan)	✓	Included in the teacher lesson planplan
17	Glossary/Bibliography(Glosarium /Daftar Pustaka)	✓	Included in the teacher lesson plan

Description:

(√) = Appropriate

(-) = Not Appropriate

The results of observations of the lesson plan implementation of class the lesson plan implementation made by the teacher is in accordance with the format specified in the Merdeka Curriculum. However, in the special lesson plan implementation, there are several things that have not been addressed by the teacher, such as in the Correctional and Remedia sections as well as the Glossary (Library)

The first researcher's observations of the teacher in the class turned out to be quite accurate; to find out more about the pedagogy of class XI Archimedes teachers, researchers conducted observational research at the school. Researchers conducted an analysis of four face-to-face meetings or four teaching processes carried out by the class XI Archimedes teacher. The teaching in question is face-to-face 1, 2, 3, and 4. Learning activities consist of core, closing and introductory activities.

The results of observations from the first meeting in the preliminary activities,

the teacher began his teaching with warm greetings and greetings, then continued with reading a prayer led by wrong a pesa r ta educate. Teacher Identifies presence participant educate and convey topic and objective learning which will done. Entering the core activities, the teacher explains the meaning of narrative text, social function, narrative text structure, and the linguistic elements used. The teacher gives several examples in front of the class. After the students seem to have understood the material bit by bit, the teacher then returns to ask questions regarding the material that the teacher has provided. The teacher asks each student to write an example of narrative text in each student's book. Then the teacher asked the students one by one to explain it in front of their classmates. This is done until all students have received the explanation part. Continuing to the final activity of the teacher's teaching is the closing activity. In this activity the teacher conditions Participant educate for give thanks on results learning obtained and then the teacher conveys randomly short activity learning on meeting furthermore.

The results of observations from the second meeting, in this preliminary activity, the teacher opened the lesson by greeting. Then, the Teacher Identifies presence participant educate and convey topic along with objective learning which will done. Then, entering the core learning activities, the teacher asks students about the lessons learned previously. Then the representative from class XI Archimedes students explained again regarding the material that had been obtained. Then, the teacher continues his teaching in class by explaining the linguistic elements in the narrative text. One of them is narrative text using simple past tense. From the results of this explanation, the teacher then gives individual

assignments. Each student writes down six examples of simple present, simple past and simple future tense. After completion, the teacher appoints students one by one to write down and then read out the results of the work obtained. Entering the closing activity, the teacher gives appreciation in the form of praise to students who have done good work. Next, condition participant educate for give thanks on results learning and conveying randomly short activity learning onmeeting furthermore.

The results of the observation of the third meeting, the teacher began his teaching by giving warm greetings and greetings to the students, then continued with reading a prayer led by student. Then the teacher identifies presence participant educate and convey topic along with goals learning which will achieved. Enter the core activities of student learning and teacher teaching. The teacher assigns students to form groups in pairs and two people each in one group. Then each group creates a dialogue about the invitation. Students are given about thirty minutes to create the dialogue with a partner. When finished, the teacher asks one by one the groups who are ready to come up to the front for dialogue. Entering the final stage, namely the closing activity, the teacher conditions students to be grateful for the results. learning that has been obtained. Then the teacher conveys the next form of learning.

The results of observations from the fourth meeting showed that this activity was an initial activity or what is usually called a preliminary activity. At this stage the teacher begins learning with greetings and warm greetings to students, then continued with reading a prayer led by student. Teacher identifies presence participant educate and convey topic along with goals learning which will done.

Next, entering the main activity, the teacher asks students to fill in the blank parts of the narrative text with title "Swietenia Puspa Lestari" with structure and element language correct. Students can scan the barcode provided, then students can listen and match the appropriate words. The last is the closing activity, the teacher conditions students to be grateful for the results the learning obtained and then students collect learning evaluation assignment for the last meeting Narrative Text to the teacher.

2. Suitability of the English teacher's lesson plan implementation with the teacher's implementation in the classroom

a. The Data Observation on Teaching Practice Based on Merdeka Curriculum

INDICATORS	Sub Indicators	Description of Teacher Instruction
Intracurricular (Intrakurikuler)	Critical Reasoning (Bernalar Kritis)	The teacher forms groups of students to search for and understand the parts/structure of the report text, then the teacher asks each group to explain the search results in the paragraphs/through the images provided.
	Independent (Merdeka)	-Teachers let students get used to looking for lots of information about the report text - Teachers provide opportunities for students to be creative. Be creative in contributing learning ideas related to report text material.
Pancasila Student Profile	Have faith, be devoted	

(Profil Siswa(Pelajar) Pancasila)	to God Almighty and have noble character (Beriman, bertakwa kepada tuhan yang maha esa dan berakhlak mulia)	In this section, researchers in the field did not obtain data in accordance with classroom observations because the Pancasila strengthening project activities were designed separately from intracurricular activities to strengthen efforts to achieve competency and character in accordance with the profile of Pancasila students through themes and project management based on dimensions and phases.
	Creative (Kreatif)	
Extracurricular (Ekstrakurikuler)	Global Diversity (Berkebinekaan Global)	Extracurricular activities were carried out outside of study hours under the guidance and supervision of the education unit, so that at this stage the researcher did not obtain data when conducting observations in the classroom.
	Work together (Bergotong Royong)	

Based on the results of observations, the learning process carried out by class X teacher Abdul Jalal has implemented the merdeka curriculum well as required by the existing independent curriculum, through the implementation of the lesson plan implementation used. This independent curriculum-based lesson plan implementation brings a direction of change that is more creative, critical and more independent. Because in Abdul Jalal's class X, the teacher

uses a project based learning model. In teaching, teachers form groups at each meeting with the aim of achieving each learning goal they want to achieve. Namely studying report texts using creative learning media, so that students are more challenged in completing projects given by the teacher. The merdeka curriculum is important because the components of the lesson plan implementation are more complete. One of them is that in the merdeka curriculum are additional components from the previous curriculum. Namely, there are initial competencies (initial competencies are the process of initial testing of student abilities), Pancasila student profiles, understand of meaning, trigger questions, and reflection. The merdeka curriculum is here to help teachers understand students better in learning because at the beginning of learning there are initial competencies and reflections that must be carried out by both teachers. However, the indicator achievement of the merdeka curriculum as a whole was only achieved in the intracurricular section, namely the teacher's achievement in implementing the merdeka curriculum implementation plan in the classroom. For the Pancasila student profile and extracurricular sections, these are implemented outside of the teacher learning implementation plan.

b. Observation Data on Teaching Practices Based on the Merdeka Curriculum

INDICATORS	Sub Indicators	Description of Teacher Instruction
		The teacher guides each student to be able to

Intracurricular (Intrakurikuler)	Critical Reasoning (Bernalar Kritis)	understand and explain the structure of narrative text through an individual practice process.
	Independent (Mandiri)	- The teacher lets students get used to looking for lots of information about narrative texts
Pancasila Student Profile (Profil Siswa(Pelajar) Pancasila)	Have faith, be devoted to God Almighty and have noble character (Beriman, bertakwa kepada tuhan yang maha esa dan berakhlak mulia)	In this section, researchers in the field did not obtain data in accordance with classroom observations because the Pancasila strengthening project activities were designed separately from intracurricular activities to strengthen efforts to achieve competency and character in accordance with the profile of Pancasila students through themes and project management based on dimensions and phases.
	Creative (kreatif)	
Extracurricular (Ekstrakurikuler)	Global Diversity (Berkebinekaan Global)	Extracurricular activities were carried out outside of study hours under the guidance and supervision of other teachers, so that at this stage the researcher did not obtain data when observing in the classroom.
	Work together (Bergotong Royong)	

From the results of observations on class XI teacher Archimedes. The teacher has not implemented the merdeka curriculum well because the teaching process is still rigid and the media and learning models used are still rigid in the classroom. In average teaching meetings, teachers do not form groups to complete projects but rather work individually. Apart from this, the new curriculum, known as the Merdeka Curriculum, was developed based on the 2013 Curriculum which was the previous Curriculum. There are several differences between the current curriculum and the previous curriculum, including the process of making learning implementation plans and the teaching process, where the learning process uses a Problem Based Learning approach. Meanwhile, teachers do not apply the Problem Based Learning method in the classroom. So it appears that teachers have not implemented the merdeka curriculum well. Meanwhile, the merdeka curriculum here is important because the components of the lesson plan implementation are more complete. One of them is that in the merdeka curriculum there are additional components from the previous curriculum. Namely, there are initial competencies (initial competencies are the process of initial testing of student abilities), Pancasila student profiles, understand of meaning, trigger questions, and reflection. The merdeka curriculum here is here to help teachers understand students better in learning because at the beginning of learning there are initial competencies and reflections that must be carried out by the teacher. However, the achievement of indicators for the merdeka curriculum as a whole was only achieved in the intracurricular section, namely the teacher's achievement in implementing the

merdeka curriculum lesson plan implementation in the classroom. For the Pancasila student profile and extracurricular sections, these are implemented outside of the teacher's learning implementation plan.

To find out more, the researcher conducted research in class regarding the suitability of the lesson plan implementation made by the teacher with the teaching process carried out by teachers in class X Abdul Jalal and class XI Archimedes. Observations were carried out in four face-to-face meetings, namely on report text and narrative text material. The results of observations of the implemented lesson plan implementation show that the suitability of the Merdeka Curriculum lesson plan implementation for class X teacher Abdul Jalal in its implementation is correct because almost all components of the lesson plan implementation are appropriate. Likewise, the teacher's implementation in the classroom is in accordance with the existing learning implementation plan. Class The extracurricular part that teachers implement in teaching gets a good response from students, because students can take part in learning that can train themselves in critical and independent reasoning in the classroom.

Meanwhile, the results of observations of the lesson plan implementation carried out by the teacher in class XI Archimedes were due to:

The results of the first observation that the researcher obtained were in the second teacher's observation process in class as stated in the teacher's learning implementation plan, and in the core activities the teacher did not use Quizlet in teaching, but in reality the teacher used Quizlet. The lesson plan implementation

contains the word Quizlet, so it can be said that the lesson plan implementation for the first meeting is not in accordance with the teacher's teaching.

The results of the second face-to-face learning process used narrative text material. Deviations from teaching towards the merdeka curriculum can be seen in preliminary activities, teachers do not form groups in class based on what has been agreed upon in implementing the lesson plan. During this activity the teacher did not use the Whatsapp group as when distributing material. In this teaching, the teacher also does not provide reflective worksheets that reflect students' understanding.

The third result of face-to-face learning observations was the process of learning narrative text material, where the teacher did not follow the Merdeka curriculum and only asked students to create dialogue rather than write narrative texts with famous figures. In addition, teachers also show a lack of consistency. Teachers do not ask students to do assignments on platforms such as YouTube or Powerpoint.

The fourth result of face-to-face teaching observations is the teaching process. In this teaching process, even though all components of the lesson plan implemented, the form is still different. The questions used as evaluation material are not questions that come from the lesson plan implementation made by the teacher. Based on the results of observations obtained by the researcher, it appears that of the four face-to-face learning processes that the researcher observed, it was found that the English language teaching process carried out by the class XI Archimedes teacher was not fully in line with the face-to-face learning of the new

curriculum. So it can be said that the teacher who teaches in class XI Archimedes has not implemented the merdeka curriculum well in the classroom.

B. Discussion

1. The lesson plan component based on merdeka curriculum used by teachers in teaching English as a Foreign Language (EFL) classroom

In the Merdeka Curriculum, learning used project-based learning with a constructivist approach. Project Based Learning is a constructivist approach to education that helps students identify problems that have a direct connection to their program of study. When faced with a problem beyond their previous knowledge, students are given the opportunity to think critically and work together to solve the problem. (Houghton, 2023). Therefore, in Project Based Learning process, students' critical communication and teamwork skills are developed, which in turn encourages students to develop constructive criticism skills in problem solving. In solving problems, students need to strengthen constructivist thinking skills (Houghton, 2023). From the results of observations regarding teacher teaching on four face-to-face/teaching sessions carried out in each class X Abdul Jalal and XI Archimedes, the teaching process used a problem based learning approach. Although there are several teaching steps that are not carried out well by teachers at XI Archimedes. However, for the teacher's teaching in class X Abdul Jalal as a whole, the teaching process is appropriate.

In the teaching process carried out by class X and which links previous knowledge with the material to be studied, explains the objectives of teaching, convey the scope of the material. The second is the core activity, in this activity the teacher applies Project Based Learning teaching which includes activities to design project plans and prepare schedules by determining basic questions. (Houghton, 2023).

Core activities play the most important role in the teaching process carried out by class X English teachers Abdul Jalal and XI Archimedes. In the first stage, the teacher teaches students how to participate in the learning process by providing psychological and physical support, encouraging them, and asking questions related to the material discussed in class.

During the learning process, students are expected to be able to develop their competencies, both cognitive, expressive and psychological, in accordance with the requirements of the Merdeka Curriculum. The third is the closing activity, where the teacher and students conclude the teaching they have learned, the teacher provides feedback on the teaching process and results, carries out follow-up activities in the form of giving assignments, both individual and group assignments, and informs the teaching activity plan for the meeting. next. (Sesmiarni et al., 2022).

From the results of observations made in class On average, the teaching steps that are not in accordance with the Merdeka Curriculum lie in the core activities where in these two activities the teacher does not implement the Lesson plan implementation according to what is stated in the Lesson plan

implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in Class However, overall the teaching process in Abdul Jalal's class From the results of observations carried out in class outlined in the Lesson plan implementation, where the teaching process should take place done one in groups. However, teachers only give assignments individually. But overall the teaching process in the classroom.

2. Suitability of the English Teacher's Lesson plan implementation with Classroom Implementation

A teacher must have strong teaching abilities because teachers are key players in the field of education. A teacher has a big influence on the student's teaching process. A teacher must be creative and able to support the academic goals of his students. Apart from that, basic teaching skills also function as a foundation for supporting skills for teachers in the learning process.(Yuliasningrum, 2020). After conducting direct observations in class X Abdul Jalal and class XI Archimedes, the researcher saw that the teacher teaching in class is also appropriate, where in this case the teacher has taught based on themes and the teaching tools used by the teacher are in accordance with the Merdeka Curriculum, and the model used also uses a problem based learning model with a constructivist approach in the teaching process.

In the teaching process, instructors also need to adhere to the Lesson plan implementation. The Lesson plan implementation is an initiative to carry out face-to-face education for one semester or more. (Audina & Harahap, 2022).

In order for learning to take place in an interactive, inspiring, motivating and inspirational manner so as to encourage students to participate actively, every teacher in each subject is required to present a comprehensive and systematic Lesson plan implementation. In implementing the new curriculum, which is often called the "Merdeka Curriculum", teachers must adapt the curriculum to changes. This means that education must prioritize constructive criticism and this must be reflected in the results of observations made at XI Archimedes. On average, the teaching steps that are not in accordance with the Merdeka Curriculum lie in the core activities where in these two activities the teacher does not implement the plan. The lesson plans in accordance with what is stated in the Lesson plan implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in Class. (Maulinda, 2022)

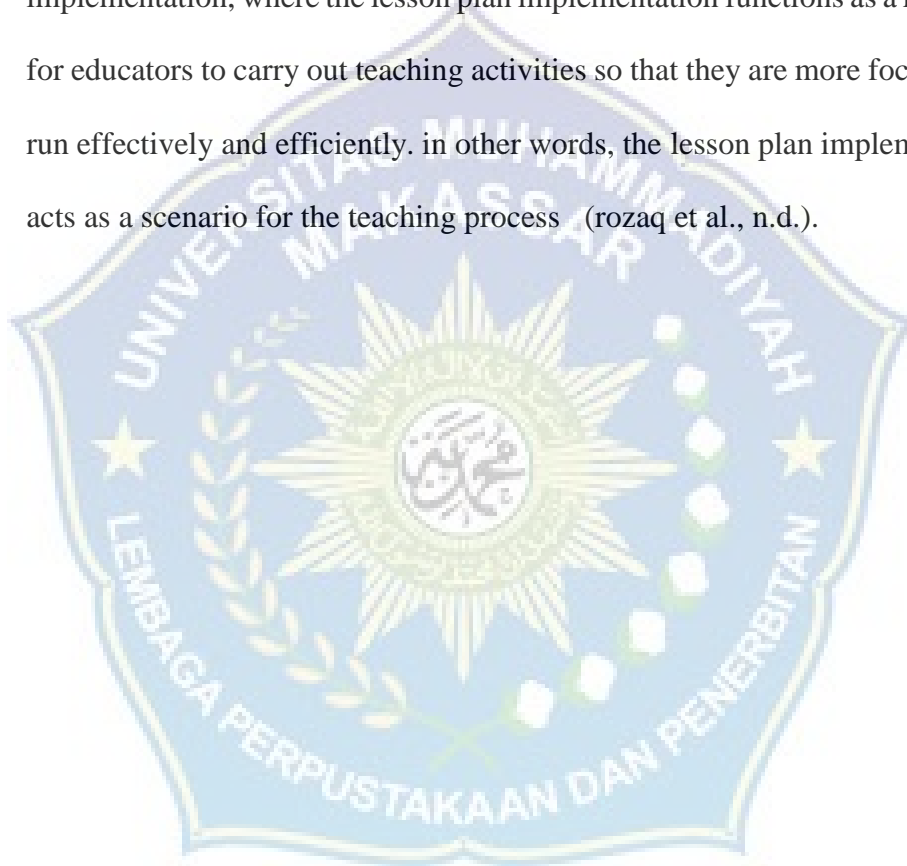
From the results of the observations, it can be seen that from the results of the observations made at XI Archimedes, on average, the teaching steps that are not in accordance with the Merdeka Curriculum are located in the core activities, where in these two activities the teacher does not implement the Lesson plan implementation according to what is stated in the Lesson plan implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in Class However, from the results of observations made by researchers in the field regarding the suitability. From the results of observations made at XI Archimedes, on average, the teaching steps that are

not in accordance with the Merdeka Curriculum lie in the core activities where in these two activities the teacher does not implement the Lesson plan implementation. According to what is stated in the Lesson plan implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in Class.

The Merdeka Curriculum for the implementation of teacher teaching in class this is because the teacher has taken part in training several times and every time he enters the class he always brings it. From the results of observations made at XI Archimedes, on average, the teaching steps that are not in accordance with the Merdeka Curriculum are located in the core activities, where for the teacher these two activities the teacher does not implement the Lesson plan implementation according to what is stated in the Lesson plan implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in class. Teaching steps that are not in accordance with the Merdeka Curriculum lie in the core activities where in these two activities the teacher does not implement the Lesson plan implementation according to what is stated in the Lesson plan implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in class XI Archimedes is quite in accordance with the curriculum that applies in the school and class, namely the Merdeka Curriculum using Project Based Learning model with a constructivist

approach in the teaching process. However, for teachers who taught in Class lies in the core activities where in these two activities the teacher does not implement the Lesson plan implementation according to what is stated in the Lesson plan implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in class in the lesson plan. This happens because in the teaching process, the class XI Archimedes teacher does not used. From the results of observations made at the lesson planis in accordance with what is stated in the Lesson plan implementation, where the teaching process should be carried out in groups. However, teachers only assign individually. However, overall the teaching process in Class From the results of observations carried out at XI Archimedes, on average, the teaching steps that are not in accordance with the Merdeka Curriculum are located in the core activities where in these two activities the teacher does not implement the Lesson plan implementation according to what is stated in the Lesson plan implementation, which is where the teaching process should be done in groups. However, teachers only assign individually. However, overall the teaching process in class is an integral part of the professional work process, meaning it is a guideline in the implementation of education. Therefore, a necessity to ensure that the implementation of the teaching process is in line with the objectives and desired results is the preparation of a teaching plan. (Audina & Harahap, 2022).

This discrepancy is caused by several factors, including teachers preferring to use handbooks where in the teacher's handbook the teaching steps are considered to be clearly and completely arranged. This results in the lesson plan implementation not being used by the teacher as a teacher's guide in teaching. This is inversely proportional to the function of the lesson plan implementation, where the lesson plan implementation functions as a reference for educators to carry out teaching activities so that they are more focused and run effectively and efficiently. In other words, the lesson plan implementation acts as a scenario for the teaching process (rozaq et al., n.d.).



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter a conclusion would be described, in drawing a conclusion it is of course based on the descriptions in the previous chapter, namely the results of findings in the field that have been collected, edited and analyzed. For conclusions, see the following: The lesson plan implementation that has been made by class X teacher Abdul Jalal is in accordance with the format that applies to the Merdeka Curriculum that has been implemented in the class and school. Likewise, in class XI Archimedes is in accordance with the format applicable to the Merdeka Curriculum which has been implemented in the classroom and at school.

The teacher's teaching process in class X Abdul Jalal is quite in accordance with the Merdeka Curriculum, where in the teaching process he applies Project Based Learning model. However, the teaching process for teacher XI Archimedes is not yet suitable enough because there are still many teaching inconsistencies in the classroom. The suitability of the Merdeka Curriculum Lesson plan implementation for class Meanwhile, the suitability of the Merdeka Curriculum Lesson plan implementation for Class From the results of observations carried out at XI Archimedes, on average, the teaching steps that are not in accordance with the Merdeka Curriculum are located in the core activities where in these two activities the teacher does not

implement the Lesson plan implementation according to what is stated in the Lesson plan implementation, which is where the teaching process should be one in groups. However, teachers only assign individually. However, overall the teaching process in Class

B. Suggestions

From the conclusions above, researchers can provide input or suggestions as follows:

1. To the class X teacher Abdul Jalal to further develop the Lesson plan implementation that has been created. To the class XI Archimedes teacher, the existing Lesson plan implementation should be adjusted to its implementation in the classroom. As well as making the Lesson plan implementation not only for administrative purposes but also used as a reference in the teaching process so that both learning objectives and teaching time can be in accordance with the existing schedule.
2. For prospective teachers, understand how to make or the parts of a Lesson plan implementation so that in the future you would have initial knowledge regarding the lesson plan implementation.
3. As additional suggestions for readers to use as knowledge and Description material.
4. The next research can be used as reference material for future researchers

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➤ **Appendice A : Checklist Observation**

Preperation Document in Teaching based on Merdeka Curriculum

Teacher Name : Rahyuni, S.Pd. I. M. Pd

Theme : Text Narative

Date and Time: Tuesday, 26 Mart 2024

School : SMA Negeri 3 Takalar

No	Component of lesson plan	Completeness	Description (Keterangan)
1	Identity (Identitas)	✓	It has been included in the lesson plan implementation
	a. Education units (Satuan pendidikan)	✓	The name of the school is included in the lesson plan implementation
	b. Class (Kelas)	✓	The name of Class X is included in the lesson plan implementation
	c. Semester	-	Not included in the lesson plan implementation
	d. Subjects (Mata Pelajaran)	✓	It's already listed
	e. Subject matter (Materi Pokok)	✓	It's already listed
	f. Time Allocation (Alokasi Waktu)	✓	Listed as 8 JP (lesson hours)
2	Initial Competency (Kompetensi Awal)	-	It's not listed
3	Pancasila Student Profile (Profil Pelajar Pancasila)	✓	- Global Diversity - Critical Reasoning
4	Facilities and infrastructure (Sarana)	✓	- Markers -Paper (Reading

	Dan Prasarana)		Material)
5	Learning model (Model Pembelajaran)	✓	Included in the lesson plan implementation is Project Based Learning
6	Learning Flow (Alur Pembelajaran)	✓	Already using 'merdeka'
7	Mode (Moda)	✓	Included in the lesson plan is Offline
8	Teaching Objectives (Tujuan Pembelajaran)	✓	Included in the lesson plan
9	Assessment (Assesmen)	✓	Using initial, formative, and summative assessments
10	Meaningful Understanding (Pemahaman Bermakna)	✓	There are benefits to learning report texts for students.
11	Igniter Question (Pertanyaan Pemantik)	✓	This question has been included in the teacher' lesson planplan
12	Teaching steps (Langkah-langkah pengajaran)	✓	Introduction, main and closing activities
	A. Initial activities (Kegiatan pendahuluan/awal)	✓	Included in the teacher lesson plan
	B. Core activities (Kegiatan inti)	✓	Included in the teacher lesson planplan
	C. Closing activities (Kegiatan penutup)	✓	Included in the teacher lesson plan
13	Reflection (Refleksi)	-	The form of reflection is not included in the teacher lesson plan

14	Student Worksheet (Lembar Kerja Peserta Didik)	✓	Included in the teacher lesson plan
15	Enrichment and Remedia Activities (Kegiatan Pengayaan Dan Remedia)	-	Forms of enrichment and remedial are not included in the teacher lesson plan
16	Reading material (Bahan Bacaan)	✓	Included in the teacher lesson plan
17	Glossary/Bibliography(Glosarium /Daftar Pustaka)	-	Description on the bibliography/resources used in the teacher lesson plan is not included

Adopted and modify from Anggraini (2020)

Description:

(✓) = Appropriate

(-) = Not Appropriate

➤ **Appendice A : Checklist Observation**

Preperation Document in Teaching based on Merdeka Curriculum

Teacher Name: Serviyanti Syahrir, S.Pd.

Theme : Text Narative

Day,Date : Monday 25 Mart 2024

School : SMA Negeri 3 Takalar

No	Component of lesson plan	completencess	Description (Keterangan)
1	Identity (Identitas)	✓	It has been included in the lesson plan implementation
	b. Education units (Satuan pendidikan)	✓	The name of the school is included in the lesson plan implementation
	c. Class (Kelas)	✓	The name of Class XI is included in the lesson plan implementation
	b. Semester	-	Not included in the lesson plan implementation
	c. Subjects (Mata Pelajaran)	✓	It's already listed
	d. Subject matter (Materi Pokok)	✓	It's already listed
	e. Time Allocation (Alokasi Waktu)	✓	Listed as 8 JP (lesson hours)
2	Initial Competency (Kompetensi Awal)	✓	It's already listed

3	Pancasila Student Profile (Profil Pelajar Pancasila)	✓	It's already listed
4	Facilities and infrastructure (Sarana Dan Prasarana)	✓	a. Student and teacher devices b. Learning Media (Learning Videos, images, Power Point) c. Class XI English Book d. WhatsApp
5	Learning model (Model Pembelajaran)	✓	Included in the lesson plan implementation is Project Based Learning
6	Learning Flow (Alur Pembelajaran)	✓	Already using 'merdeka'
7	Mode (Moda)	✓	Included in the lesson plan is luring
8	Teaching Objectives (Tujuan Pembelajaran)	✓	Included in the lesson plan
9	Assessment (Assesmen)	✓	Using initial, formative, and summative assessments
10	Meaningful Understanding (Pemahaman Bermakna)	✓	There are benefits to learning report texts for students.
11	Igniter Question (Pertanyaan Pemantik)	✓	This question has been included in the teacher's lesson plan
12	Teaching steps (Langkah-langkah pengajaran)	✓	Introduction, main and closing activities

	A.Initial activities (Kegiatan pendahuluan/awal)	✓	Included in the teacher lesson plan
	B. Core activities (Kegiatan inti)	✓	Included in the teacher lesson plan
	C. Closing activities (Kegiatan penutup)	✓	Included in the teacher lesson plan
13	Reflection (Refleksi)	✓	The form of reflection is not included in the teacher lesson plan
14	Student Worksheet (Lembar Kerja Peserta Didik)	✓	Included in the lesson plan
15	Enrichment and Remedia Activities (Kegiatan Pengayaan Dan Remedia)	-	Forms of enrichment and remedial are not included in the teacher lesson plan
16	Reading material (Bahan Bacaan)	✓	Included in the teacher lesson plan
17	Glossary/Bibliography(Glosarium /Daftar Pustaka)	✓	Included in the teacher lesson plan

Adopted and modify from Anggraini (2020)

Description:

(√) = Appropriate

(-) = Not Appropriate

➤ **Appendice b : Field Notes by Teacher I (X Abdul Jalal)**

INDICATORS	Sub Indicator	Description of Teacher Instruction
Intrakurikuler	Critical Reasoning(Ber nalar Kritis)	-The teacher forms groups of students to search for and understand the parts/structure of the report text, then the teacher asks each group to explain the results of the search in the paragraph/through the images that are already available.
	Mandiri (Independent)	-The teacher allows students to get used to looking for lots of information about report texts - Teachers provide opportunities for students to be creative. Be creative in contributing learning ideas related to report text material.

Adobted and Modify from: - Karya I Komang Sukendra, S.Pd., M.Si., M.Pd.
Kadek Surya Atmaja
-Buku Kurikulum Merdeka karya Dr. Deni Hadiansah, S.Pd., M.Pd.

➤ **Appendice b : Field Notes by Teacher II (XI Archimedes)**

INDICATORS	Sub Indicator	Description of Teacher Instruction
Intrakurikuler	Critical Reasoning(Bernalar Kritis)	The teacher guides each student to be able to understand and explain the structure of narrative text through a process of individual exercises.
	Mandiri (Independent)	-The teacher allows students to get used to looking for lots of information about narrative texts

Adobted and Modify from: - Karya I Komang Sukendra, S.Pd., M.Si., M.Pd.

Kadek Surya Atmaja

-Buku Kurikulum Merdeka karya Dr. Deni Hadiansah, S.Pd., M.Pd.

➤ **Appendix C: Checklist Observation**

**Suitability Lesson Plan Implementation Teaching Curriculum Merdeka and
Implementation English teacher at Class X Abdul Jalal**

Observation to : One

Name Teacher : Rahyuni, S.Pd. IM Pd

Theme : Text Report

Day, date : Wednesday, April 17 2024

School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of lesson Plan		Description
			In accordance	It is not in accordance with	
1	Introduction	Teaching begins with greetings and warm greetings from the teacher, then continues with reading prayers led by one of the students	✓		Implemented
		The teacher identifies the presence of students	✓		Implemented
		The teacher reminds the class agreement and its consequences	✓		Implemented
		The teacher conveys the topic and objectives of the teaching that will be carried out	✓		Implemented
		The teacher asks students to sit in their respective groups (grouping based on the results of the initial assessment regarding LEARNING READINESS which was shared in the previous Whatsapp group)	✓		Implemented

2	Activity core	Students explore concepts by reading learning resources prepared in the form of videos [audio visual] and reading books [visual]	✓		Implemented
		The teacher provides vocabulary related to the material taught through the Quizlet application	✓		Implemented
		The teacher provides material reinforcement by discussing it with the students	✓		Implemented
		Students collaborate with their group friends to understand the report text provided by filling in worksheets related to finding and analyzing the social function, text structure and linguistic elements of the report text presented.	✓		Implemented
		Students present the results of their group's work	✓		Implemented
		During teaching, the teacher observes student behavior related to positive discipline, namely facilitating students to realize the consequences of violating class agreements and correcting their violating behavior.	✓		Implemented
3	Activity Closing	Students are asked to provide a brief review/reflection regarding the material taught that day	✓		Implemented
		Condition students to be grateful for the results of today's teaching	✓		Implemented
		Briefly convey the learning activities at the next meeting	✓		Implemented

Adopted and modify from Angraini (2020)

Description:

- ✓ : In accordance
- : It is not in accordance with

➤ **Appendix C: Checklist Observation**

**Suitability Plan Implementation Teaching Curriculum Merdeka and
Implementation English teacher at Class X Abdul Jalal**

Observation to : Second

Name Teacher : Rahyuni, S.Pd. IM Pd

Theme : Text Report

Day, date : Monday, April 29 2024

School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of Lesson Plan		Description
			In accordance	It is not in accordance with	
1	Introduction	The teacher asks students to sit according to their respective groups [the groupings are based on the results of the initial assessment of STUDENT READINESS which was carried out at the previous meeting	✓		Implemented
		Teaching begins with greetings and warm greetings from the teacher, then continues with reading a prayer led by one of the educators.	✓		Implemented
		The teacher identifies the presence of students	✓		Implemented
		The teacher conveys the topic and objectives of the teaching that will be carried out	✓		Implemented

		The teacher reminds the class agreement and its consequences	✓		Implemented
		The teacher asks deadly questions related to the day's teaching activities	✓		Implemented
2	Activity core	The teacher informs the students that that day they will read and discuss the animals around them	✓		Implemented
		The teacher provides several paragraph fragments and students answer the following questions	✓		Implemented
		The teacher provides feedback and reinforcement. The teacher explains tips for finding the main idea/general Description in a reading	✓		Implemented
		Students work on LK 1 and LK 2 in groups	✓		Implemented
		The teacher asks 3 groups to present the results of their work on worksheet 1	✓		Implemented
		The teacher asks the 3 groups to present the results of their work on worksheet 2. Then the teacher invites students who want to ask questions regarding the results of the group's work. The teacher provides feedback and reinforcement. During teaching, the teacher observes the behavior of students in positive discipline, namely facilitating students to realize the consequences of violating class agreements and correcting their violating behavior.	✓		Implemented
3	Activity Closing	Teachers and students reflect on the results of that day's lesson	✓		Implemented

		Conditioning students to be grateful for the results of today's teaching	✓		Implemented
		Briefly present the teaching activities at the next meeting	✓		Implemented

Adopted and modify from Anggraini (2020)

Description:

- ✓ : In accordance
- : It is not in accordance with



➤ **Appendix C: Checklist Observation**

**Suitability Plan Implementation Teaching Curriculum Merdeka and
Implementation English teacher at Class X Abdul Jalal**

Observation to : third
 Name Teacher : Rahyuni, S.Pd. IM Pd
 Theme : Text Report
 Day, date : Monday, May 13, 2024
 School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of Lesson Plan		Description
			In accordance	It is not in accordance with	
1	Introduction	The teacher asks students to sit in their respective groups	✓		Implemented
		Teaching begins with greetings and warm greetings from the teacher, then continues with reading prayers led by one of the students	✓		Implemented
		The teacher identifies the presence of students	✓		Implemented
		The teacher conveys the topic and objectives of the teaching that will be carried out	✓		Implemented
		The teacher reminds the class agreement and its consequences	✓		Implemented
		The teacher provides trigger questions to lead students to the material and discussion	✓		Implemented

2	Activity core	The teacher presents two pairs of texts	✓		Implemented
		The teacher asks students to read and compare the two pairs of texts (what are the differences and similarities)	✓		Implemented
		The teacher asks several groups to convey the results of their discussions	✓		Implemented
		The teacher provides feedback and reinforcement	✓		Implemented
		The teacher uses the gallery wall technique to ensure students are able to identify the social function, structure of the text, and linguistic characteristics/character of the text.	✓		Implemented
		The teacher creates four stations in the classroom. Each station is given a report text.	✓		Implemented
		The teacher distributes each group four label sticks	✓		Implemented
		The teacher asks each group to visit each station and write in language: simple present tense (these birds are omnivore eats grass as well insect) then attach the sticks to each station.	✓		Implemented
		The teacher provides backup and reinforcement, then the teacher asks the students to do the worksheet on Recount Text Analysis in groups.	✓		Implemented
		The teacher asks students to convey their answers And the teacher provides support and reinforcement of the material	✓		Implemented
		During teaching, the teacher observes student behavior related to positive discipline, namely facilitating students to realize the consequences of violating class agreements and correcting violating behavior.	✓		Implemented

3	Activity Closing	Teachers and students reflect on the day's learning results	✓		Implemented
		Conditioning students to be grateful for the results of today's teaching	✓		Implemented
		Briefly present the teaching activities at the next meeting	✓		Implemented

Adopted and modify from Anggraini (2020)

Description:

- ✓ : In accordance
- : It is not in accordance with



➤ **Appendix C: Checklist Observation**

**Suitability Plan Implementation Teaching Curriculum Merdeka and
Implementation English teacher at Class X Abdul Jalal**

Observation to : Fourth
 Name Teacher : Rahyuni, S.Pd. IM Pd
 Theme : Text Report
 Day, date : Tuesday, May 14 2024
 School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of of Lesson Plan		Description
			In accordance	It is not in accordance with	
1	Introduction	The lesson begins with greetings and warm greetings from the teacher, then continues with reading a prayer led by one of the students.	✓		Implemented
		The teacher identifies the presence of students	✓		Implemented
		The teacher conveys the topic and objectives of the teaching that will be carried out	✓		Implemented
		The teacher reminds the class agreement and its consequences	✓		Implemented
		The teacher gives lighter questions to lead students to choose the product they want	✓		Implemented
		The teacher asks students to sit according to the selected group	✓		Implemented

2	Activity core	The teacher gives examples of report text topics, including the characters	✓		Implemented
		Each student composes a report text according to the topic they choose	✓		Implemented
		Students are allowed to search for data from various sources	✓		Implemented
		The teacher accompanies students and provides the assistance needed during teaching	✓		Implemented
		Students collect their work results and the teacher asks topic group representatives to present their work results	✓		Implemented
		The teacher provides feedback and reinforcement and during teaching, the teacher observes student behavior related to positive discipline, namely facilitating students to realize the consequences of violating class agreements and correcting their violating behavior.	✓		Implemented
3	Activity Closing	Teachers and students reflect on the results of that day's lesson	✓		Implemented
		Conditioning students to be grateful for the results of today's teaching	✓		Implemented
		Briefly present the teaching activities at the next meeting	✓		

Adopted and modify from Anggraini (2020)

Description:

✓ : In accordance

- : It is not in accordance with

➤ **Appendix C: Checklist Observation**

**Suitability Plan Implementation Teaching Curriculum Merdeka and
Implementation English teacher at Class XI Achimedes**

Observation to : One
 Name Teacher : Serviyanti Syahrir, S.Pd.
 Theme : Text Narrative
 Day, date : Monday, March 25 2024
 School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of Lesson Plan		Description
			In accordance	It is not in accordance with	
1	Introduction	Teaching begins with greetings and warm greetings from the teacher, then continues with reading prayers led by one of the students	✓		Implemented
		The teacher identifies the presence of students	✓		Implemented
		The teacher reminds the class agreement and its consequences	✓		Implemented
		The teacher conveys the topic and objectives of the teaching that will be carried out	✓		Implemented

		The teacher asks students to sit in their respective groups (grouping based on the results of the initial assessment regarding LEARNING READINESS which was shared in the previous Whatsapp group)		✓	The teacher does not form groups at the first meeting in class
2	Activity core	Students explore concepts by reading learning resources prepared in the form of videos [audio visual] and reading books [visual]		✓	No video or audio
		The teacher provides vocabulary related to the material taught through the Quizlet application	✓		Implemented
		The teacher provides material reinforcement by discussing it with the students	✓		Implemented
		Students collaborate with their group friends to understand the report text provided by filling in worksheets related to finding and analyzing the social function, text structure and linguistic elements of the report text presented.		✓	There are no worksheets distributed by the teacher to students
		Students present the results of their group's work	✓		Implemented
		During teaching, the teacher observes student behavior related to positive discipline, namely facilitating students to realize the consequences of violating class agreements and correcting their violating behavior.	✓		Implemented
3	Activity Closing	Students are asked to provide a brief review/reflection regarding the material taught that day	✓		Implemented

		Condition students to be grateful for the results of today's teaching	✓		Implemented
		Briefly convey the learning activities at the next meeting	✓		Implemented

Adopted and modify from Anggraini (2020)

Description:

- ✓ : In accordance
- : It is not in accordance with



➤ **Appendix C: Checklist Observation**

**Suitability Plan Implementation Teaching Curriculum Merdeka and
Implementation English teacher at Class XI Achimedes**

Observation to : Second

Name Teacher : Serviyanti Syahrir, S.Pd.

Theme : Text Narrative

Day, date : Tuesday, March 26 2024

School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of of Lesson Plan		Description
			In accord ance	It is not in accordance with	
1	Introduction	The teaching begins with greetings and warm greetings from the teacher , then continued with reading a prayer led by Wrong a person who participates in a educate	✓		Implemented
		The teacher identifies the presence of students	✓		Implemented
		Ask students to sit according to their groups each (grouping The same like on meeting previously)		✓	The teacher did not form groups at the second meeting in class but only formed individuals (some students were asked to answer

					questions related to simple past tenses
		Convey topic And objective teaching Which will done	✓		Implemented
2	Activity core	Collaborate with Friend his group For understand and identify a number of text narrative Which given fish past whatsapp.		✓	The teacher did not form groups at the second meeting in class but only formed individuals (some students were asked to answer questions related to simple past tenses
		Identify social functions , text structures and linguistic elements from r i be r like text the .	✓		Implemented
		answer narrative text questions presented to the group Understand Intact		✓	The teacher did not form groups at the second meeting in class but only formed individuals (some students were asked to answer questions related to

					simple past tenses
		Answer question text narrative Which served with member to help vocabulary say for Group Understand Part		✓	The teacher did not form groups at the second meeting in class but only formed individuals (some students were asked to answer questions related to simple past tenses)
		Answer question text description Which served with give help vocabulary say And addition explanation for Group do not understand		✓	Individual
		During the teaching process, the teacher opens a discussion with participant educate For know progress participant educate, Can by using trigger questions or asking questions direct progress collaboration Which done or constraint Which faced in teaching		✓	Individual
		With facilitation from Teacher , participant educate do elaboration understanding by having open discussions with friends from i group other. Can done with each other review results collaboration or openly conveying the results of collaboration For furthermore given fish response And or input		✓	Individual

		After completing the elaboration activity , take a shower with the participants educate write r reflection his understanding about material Which Already studied r i with fill in sheet Work reflection understanding Which has provided		✓	Individual
		Representative participant educate requested For convey results reflection , For strengthened or given fish addition	✓		Implemented
		Conditioning participant educate For give thanks on results teaching	✓		
		Convey randomly short activity teaching on meeting furthermore	✓		
		Answer question t ex description Which served with give help vocabulary say And addition explanation for Group do not understand		✓	Individual
		During the teaching process, the teacher opens a discussion with participant educate For know progress participant educate, Can by using trigger questions or asking questions direct p r og re es collaboration Which done or constraint Which faced in teaching		✓	Individual
		With facilitation from Teacher , participant educate do elaboration understanding by having open discussions with friends from i group other. Can done with each other review results collaboration or openly conveying the results of collaboration For furthermore given fish response And or input		✓	Individual

		After completing the elaboration activity , take a shower with the participants educate write r reflection his understanding about material Which Already studied r i with fill in sheet Work reflection understanding Which has provided		✓	Individual
		Representative participant educate requested For convey results reflection , For strengthened or given fish addition	✓		
		With facilitation from Teacher , participant educate do elaboration understanding by having open discussions with friends from i group other. Can done with each other review results collaboration or openly conveying the results of collaboration For furthermore given fish response And or input		✓	Individual
3	Closing Activities	After completing the elaboration activity , take a shower with the participants educate write r reflection his understanding about material Which Already studied r i with fill in sheet Work reflection understanding Which has provided		✓	Individual
		Representative participant educate requested For convey results reflection , For strengthened or given fish addition	✓		Implemented

Adopted and modify from Anggraini (2020)

Description:

✓ : In accordance

- : It is not in accordance with

➤ **Appendix C: Checklist Observation**

Suitability Plan Implementation Teaching Curriculum

Merdeka and Implementation English teacher at Class

XI Achimedes

Observation to :third

Name Teacher : Serviyanti Syahrir, S.Pd.

Theme : Text Narrative

Day, date : Monday, 06 May 2024

School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of Lesson Plan		Description
			In accordance	It is not in accordance with	
1	Introduction	The teaching begins with greetings and warm greetings from the teacher , then continued with reading a prayer led by Wrong a pesa r ta educate	✓		Implemented
		Identify presence participant educate	✓		Implemented
		Convey topic And objective teaching Which will done	✓		Implemented
2	Activity core	Students are assigned to compose a narrative text using title famous figure , in accordance with st r uktu r And element r language correct .		✓	The teacher does not ask students to create narrative texts but asks students

					to create dialogues about invitations (groups according to each pair only)
		Ask students to sit according to their groups each (division group based on type product task Which chosen, that is handouts, videos, ppt) Ask students to sit according to their groups each (division group based on type product task Which chosen, that is handouts, videos, ppt)		✓	The teacher also does not give instructions on how to submit assignments in video/ppt form
		Do discussion And collaboration with Friend his group For Then randomly merdekate compile text narrative in accordance with material Which requested		✓	Implemented
		Answer question t ex narrative Which served with member r i help vocabulary say for Group Understand Part		✓	Dialogue tasks

Adopted and modify from Anggraini (2020)

Description:

✓ : In accordance

- : It is not in accordance with

➤ **Appendix C: Checklist Observation**

Suitability Plan Implementation Teaching Curriculum Merdeka and

Implementation English teacher at Class XI Achimedes

Observation to : Fourth

Name Teacher : Serviyanti Syahrir, S.Pd.

Theme : Text Narrative

Day, date : Monday, May 13, 2024

School : SMA 3 Takalar

No	Indicator	Sub Indicator	Implementation of Lesson Plan		Description
			In accordance	It is not in accordance with	
1	Introduction	The teaching begins with greetings and warm greetings from the teacher , then continued with reading a prayer led by Wrong a pesa r ta educate	✓		Implemented
		Identify presence participant teach Convey topic And objective teaching Which will done	✓		Implemented
2	Activity core	Students are assigned to fill in the blank parts of the narrative text with title Swietenia Puspa Lestari with st r uktu r And element r language correct . Students can scan the barcode provided, then students can listen and match the appropriate words.	✓		Implemented
3.	Closing activities	Conditioning students to be grateful for the	✓		Implemented

		results teaching day This			
		a. Students collect teaching evaluation task last meeting Narrative Text.	✓		Implemented

Adopted and modify from Anggraini (2020)

Description:

✓ : In accordance

- : It is not in accordance with



Appendice C: Documentation

**(Lesson Plan Teacher Class X Abdul Jalal and XI
Archimedes)**





KURIKULUM SEKOLAH PENGGERAK

MODUL AJAR ***NARRATIVE TEXT***

 Edit dengan WPS Office

BAHASA
INGGRIS FASE
F KELAS XI

SERVIYANTI SYAHRIR
UPT SMAN 3 TAKALAR



INFORMASI UMUM

1. IDENTITAS MODUL

- A. **NAMA PENYUSUN** : **SERVIYANTI SYAHRIR, S.Pd**
- B. **INSTANSI** : **UPT SMAN 3 TAKALAR**
- C. **TAHUN PELAJARAN** : **2023/2024**
- D. **FASE/KELAS** : **F/XI**
- E. **ELEMEN KONTEN** : **NARRATIVE TEXT**
- F. **ALOKASI WAKTU** : **8 JP**

2. KOMPETENSI AWAL

- A. *Membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri.*
- B. *Mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks.*
- C. *Mengomunikasikan ide dan pengalaman dalam paragraf sederhana dan terstruktur*
- D. *Menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana*
- E. *Menggunakan contoh, menyajikan teks informasi dengan menggunakan kalimat sederhana dan majemuk untuk menggambarkan sifat sifat teks narrative*

3. PROFIL PELAJAR PANCASILA

Melalui kegiatan pembelajaran teks Narrative ini peserta didik dapat menyiapkan diri menjadi pembelajar sepanjang hayat, yang memiliki profil Pelajar Pancasila yaitu bernalar kritis, kreatif serta memiliki kebhinekaan global karena pembelajaran ini bersifat dinamis dan memberikan kesempatan bagi siswa untuk terlibat dalam pemilihan teks atau jenis aktivitas belajarnya. Pembelajaran bahasa Inggris memiliki peluang untuk mencapai profil Pelajar Pancasila melalui materi teks tertulis, visual, maupun teks oral maupun aktivitas-aktivitas yang dikembangkan dalam proses belajar mengajar.

4. SARANA DAN PRASARANA

- a. *Gawai peserta didik dan guru*
- b. *Media Pembelajaran (Video Pembelajaran, gambar, Power Point)*
- c. *Buku Bahasa Inggris Kelas XI*
- d. *Whatsapp*

5. TARGET PESERTA DIDIK : Peserta didik

6. MODEL PEMBELAJARAN YANG DIGUNAKAN

- a. Model Luring (tatap muka)
- b. Pendekatan Scientific Learning dengan Model Problem Based learning

KOMPONEN INTI

1. TUJUAN PEMBELAJARAN

TUJUAN PEMBELAJARAN 10.16	<i>Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan sebuah teks narrative tentang figure terkenal</i>
TUJUAN PEMBELAJARAN 10.17	<i>Peserta didik dapat menganalisis simple past tense yang berkaitan dengan teks narrative</i>
TUJUAN PEMBELAJARAN 10.18	<i>Peserta didik dapat mengidentifikasi ungkapan memulai, melanjutkan dan mengakhiri sebuah dialog.</i>
TUJUAN PEMBELAJARAN 10.19	<i>Peserta didik dapat Menyusun teks narrative sederhana secara tertulis, lisan maupun visual (digital)</i>

2. PEMAHAMAN BERMAKNA

Peserta didik menginformasikan dengan benar sesuai dengan struktur dan kaidah kebahasaan lisan dan tulis secara mandiri tentang narrative text.

3. PERTANYAAN PEMANTIK



- 1. *Do you know her? Who is she?*
- 2. *Discuss the message figure tries to expose as an Indonesian environmental activist and the issue that drove the figure to speak up.*
- 3. *Discuss her actions in preserving the environment*

4. *KEGIATAN PEMBELAJARAN*

<i>Kegiatan</i>	
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PERTEMUAN I

PENDAHULUAN

- Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik
- Mengidentifikasi kehadiran peserta didik
- Menyampaikan topik dan tujuan pembelajaran yang akan dilakukan

10 menit

- Meminta Peserta didik untuk duduk sesuai dengan kelompoknya masing-masing (pengelompokannya berdasarkan hasil tes diagnostik tentang KESIAPAN BELAJAR yang sudah dishare di grup whatsapp sebelumnya)

KEGIATAN INTI

- Melakukan eksplorasi konsep (Differensiasi Konten) dengan membaca sumber-sumber belajar yang disiapkan baik berupa video (audio visual) maupun buku bacaan (visual)
- Berkolaborasi dengan teman kelompoknya untuk memahami teks deskripsi yang diberikan dengan cara mengisi lembar kerja.
- Mengisi lembar kerja terkait menemukan berbagai macam informasi tersurat dan tersirat dari beberapa teks narrative yang disajikan (Kelompok Paham Utuh)
- Mengisi lembar kerja pada sebuah teks prosedur yang disajikan dengan memberikan beberapa bantuan kosa kata (Kelompok Paham Sebagian)
- Mengisi lembar kerja pada sebuah teks narative yang disajikan dengan memberikan bantuan kosa kata dan tambahan penjelasan (Kelompok tidak Paham)
- Selama pelaksanaan pembelajaran guru membuka diskusi dengan peserta didik untuk mengetahui kemajuan peserta didik, bisa dengan menggunakan pertanyaan pemantik maupun menanyakan langsung progres kolaborasi yang dilakukan atau kendala yang dihadapi dalam pembelajaran
- Peserta didik diminta untuk menuliskan atau menyampaikan reviewsingkat tentang materi yang dipelajarinya hari ini

45 menit

PENUTUP

- Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini

5 menit

<i>Kegiatan</i> <i>n</i>	<i>Alokasi</i> <i>Waktu</i>
-----------------------------	--------------------------------



<ul style="list-style-type: none"> - Perwakilan peserta didik diminta untuk menyampaikan hasil refleksinya, untuk dikuatkan atau diberikan penambahan 	
<p>PENUTUP</p> <ul style="list-style-type: none"> - Mengkondisikan peserta didik untuk bersyukur atas hasil pembelajaran - Menyampaikan secara singkat kegiatan pembelajaran pada pertemuan selanjutnya 	10 menit
<p>PERTEMUAN 3</p> <p>PENDAHULUAN</p> <ul style="list-style-type: none"> - Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik - Mengidentifikasi kehadiran peserta didik - Menyampaikan topik dan tujuan pembelajaran yang akan dilakukan 	45 Menit
<p>KEGIATAN INTI</p> <ul style="list-style-type: none"> - Peserta didik ditugaskan menyusun sebuah teks narrative dengan judul figure terkenal, sesuai dengan struktur dan unsur kebahasaan yang benar. - Meminta Peserta didik untuk duduk sesuai dengan kelompoknya masing-masing (pembagian kelompok berdasarkan jenis produk tugas yang dipilih, yaitu handout, video, ppt) - Melakukan diskusi dan kolaborasi dengan teman kelompoknya untuk kemudian secara mandiri menyusun teks deskripsi sesuai dengan materi yang diminta. - Meminta perwakilan kelompok untuk mempresentasikan di depan kelas. - Selama pelaksanaan pembelajaran guru membuka diskusi dengan peserta didik untuk mengetahui kemajuan peserta didik, bisa dengan menggunakan pertanyaan pemantik maupun menanyakan langsung progres kolaborasi yang dilakukan atau kendala yang dihadapi dalam pembelajaran 	
<p>PENUTUP</p> <ul style="list-style-type: none"> - Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini - Mengumpulkan tugas mandiri dari peserta didik. - Peserta didik yang memilih produk PPT dan video ditugaskan untuk 	5 Menit

Kegiatan	Alokasi Waktu
<p><i>mengupload hasil kerjanya di grup whatsapp.</i></p> <ul style="list-style-type: none"> - <i>Menyampaikan secara singkat kegiatan pembelajaran pada pertemuan selanjutnya</i> 	
Kegiatan	Alokasi Waktu
<p>PERTEMUAN 3 PENDAHULUAN</p> <ul style="list-style-type: none"> a. Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik b. Mengidentifikasi kehadiran peserta didik c. Menyampaikan topik dan tujuan pembelajaran yang akan dilakukan. <p>KEGIATAN INTI</p> <ul style="list-style-type: none"> a. Peserta didik ditugaskan mengisi bagian teks narrative yang kosong dengan judul Swietenia Puspa Lestari dengan struktur dan unsur kebahasaan yang benar. Siswa dapat menscan barkod yang telah disediakan, kemudian siswa bisa mendengarkan lalu mencocokkan kata yang sesuai. <p>PENUTUP</p> <ul style="list-style-type: none"> b. Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini c. Siswa mengumpulkan tugas evaluasi pembelajaran pertemuan terakhir Narrative Text. 	
<p>PERTEMUAN 4 PENDAHULUAN</p> <ul style="list-style-type: none"> a. Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik b. Mengidentifikasi kehadiran peserta didik c. Menyampaikan topik dan tujuan pembelajaran yang akan dilakukan. 	

<p>KEGIATAN INTI</p> <p>Peserta didik ditugaskan mengisi bagian teks narrative yang kosong dengan judul Swietenia Puspa Lestari dengan struktur dan unsur kebahasaan yang benar. Siswa dapat menscan barkod yang telah disediakan, kemudian siswa bisa mendengarkan lalu mencocokkan kata yang sesuai.</p> <p>PENUTUP</p> <ol style="list-style-type: none"> Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini Siswa mengumpulkan tugas evaluasi pembelajaran pertemuan terakhir Narrative Text. 	
<p>REFLEKSI</p> <ol style="list-style-type: none"> <u>Refleksi peserta didik</u> Refleksi peserta didik dilakukan dengan mengisi lembar kerja untuk melihat sejauh mana kondisi psikologis siswa setelah mengikuti pembelajaran dengan menggambarkan kesan yang dirasakan peserta didik secara tulisan <u>Refleksi guru</u> Refleksi guru dilakukan dengan memberikan penguatan terhadap capaian pembelajaran, memberikan masukan untuk kekeliruan yang masih terjadi, serta memberikan apresiasi terhadap aktivitas pembelajaran yang telah dilakukan peserta didik. 	

c. Asesmen diagnostik (instrumen ter[ampir)

- Jenis tes : Tes Diagnostik Kognitif
- Bentuk tes : Pilihan ganda

d. Asesmen formatif (instrumen terlampir)

- Jenis tes : Observasi, Questioning, Praktik

- *Bentuk tes* : *Catatan Anekdote, Pertanyaan singkat, Daftar Cek*

e. Asesmen sumatif (instrumen terlampir)

- *Jenis tes* : *Tes sumatif tertulis*
- *Bentuk tes* : *Pilihan Ganda*

5. PENGAYAAN DAN REMEDIAL

a. Pengayaan

Pengayaan diberikan kepada peserta didik dengan pencapaian diatas nilai capaian 80% dengan mempertimbangkan penggunaan pemecahan masalah dengan keterampilan beerfikir tingkat tinggi

b. Remedial

Remedial diberikan kepada peserta didik yang mendapatkan skor rendah, dengan memberikan bantuan pembelajaran tambahan baik dilakukan oleh guru atau teman sejawat.

6. REFLEKSI PESERTA DIDIK DAN GURU

- a. Refleksi peserta didik Refleksi peserta didik dilakukan dengan mengisi lembar kerja untuk melihat sejauh mana kondisi psikologis siswa setelah mengikuti pembelajaran dengan menggambarkan kesan yang dirasakan peserta didik secara tulisan*

b. Refleksi guru

Refleksi guru dilakukan dengan memberikan penguatan terhadap capaian pembelajaran, memberikan masukan untuk kekeliruan yang masih terjadi, serta memberikan apresiasi terhadap aktivitas pembelajaran yang telah dilakukan peserta didik.

LAMPIRAN

1. LEMBAR KERJA PESERTA DIDIK a. INSTRUMEN TES DIAGNOSTIK

ASSESMEN
DIAGNOSTIK
KOGNITIF
Tema : DESCRIPTIVE TEXT

Kelas X

Bentuk Tes : Tes Pilihan Ganda

Instrumen : Jawablah sesuai dengan pengetahuan dan pemahaman anda!

1. Apa Pengertian Narrative Text?

- a. ~~Teks yang menceritakan~~
- b. ~~Teks yang menceritakan~~ ~~cerita~~ ~~nyata~~ ~~atau~~ ~~nyata~~
- c. ~~Teks yang menceritakan~~ ~~cerita~~ ~~nyata~~ ~~atau~~ ~~nyata~~

2. Apa Generic Structure dari Narrative Text?

- a. ~~Goal~~ ~~Setting~~
- b. ~~Initial Situation~~

- c *Grand Unsur Desain*
3. Berikut adalah Unsur Kebahasaan dari Narrative Text, kecuali...
- a *Menggunakan Partikel*
- b *Menggunakan (kata)*
- c *Menggunakan Part*
4. Yang merupakan contoh judul Narrative Text adalah...
- a *The Great King*
- b *Daniel's Life*
- c *How to Be*

RUBRIK PENGELOMPOKAN SISWA

JUMLAH JAWABAN BENAR	SKOR	TINDAK LANJUT
4	PAHAM UTUH	Pembelajaran dapat dilanjutkan pada menganalisis beberapa teks lainnya
1-3	PAHAM SEBAGIAN	Memberikan pembelajaran sesuai dengan ATP pada fasenya
0	TIDAK PAHAM	Memberikan pembelajaran remedial dengan menekankan pada teori dasar, struktur teks dan unsur kebahasaan Teks Prosedur

HASIL ASSESMENT DIAGNOSTIK

Kelas XI

<u>N</u> <u>O</u>	<u>NAMA</u>	<u>PAHA</u> <u>M</u> <u>UTUH</u>	<u>PAHAM</u> <u>SEBAGI</u> <u>AN</u>	<u>TIDAK</u> <u>PAHA</u> <u>M</u>	<u>RATA RATA KELAS</u> <u>DAN RENCANA</u> <u>TINDAK LANJUT</u>
1					<p>RATA-RATA KELAS =</p> <p>RENCANA TINDAK LANJUT:</p>
2					
3					
4					
5					
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9					
10					
11					
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36					

	JUM LAH				



ASSESMEN DIAGNOSTIK NON KOGNITIF

IDENTIFIKASI GAYA BELAJAR

Silakan akses situs:

Gaya belajar anda yang paling dominan adala: Visual / Audio / Kinestetik

(Pilih salah satunya berdasarkan hasil quiz yang Anda peroleh)



Questions and Answers

1. Ketika berbicara, anda :

- A. Berbicara dengan tempo cepat
- B. Berbicara dengan tempo sedang
- C. Berbicara dengan tempo lambat

2. Apa yang paling anda ingat?

- A. Orang, lingkungan, wajah
- B. Perkataan, suara, makna
- C. Kejadian, peristiwa, emosi

3. Bagaimana cara anda menghafal?

- A. Menulisnya berulang-ulang
- B. Mengulangi kata-kata sekeras mungkin
- C. Menghafalnya sambil berjalan-jalan

4. Apakah yang bisa membuat anda terganggu?

- A. Benda-benda di sekitar anda
- B. Suara
- C. Gerakan

5. Ketika mengeja sebuah kata, yang anda lakukan adalah...

- A. Membayangkan kata itu
- B. Menyebutnya dengan keras
- C. Menuliskannya

6. Apakah yang lebih anda sukai?

- A. Lukisan
- B. Musik
- C. Menari/ olahraga

7. Ketika mendapat petunjuk cara passing, apa yang lebih anda sukai?

- A. Diberi gambar untuk ditirukan
- B. Diberi tahu dengan kata-kata bagaimana cara melakukannya
- C. Diberi contoh untuk diperagakan secara langsung

8. Mana yang lebih sering anda katakan?

- A. Kelihatannya bagus
- B. Kedengarannya bagus
- C. Rasanya enak

9. Ketika membaca, apa yang anda lakukan?

- A. Melihat bacaan sambil membaca dalam hati
- B. Membaca dengan bersuara
- C. Menggunakan jari untuk menunjuk bagian yang dibaca

10. Ketika ingat pasar, apa yang pertama kali muncul dalam pikiran anda?

- A. Pemandangan tentang orang-orang yang berbelanja dan barang-barang yang diperjualbelikan
- B. Ramainya suara orang-orang di pasar
- C. Orang-orang yang hilir mudik dan lalu lalang di pasar

11. Ketika akan tidur, apa yang terpenting buat anda?

- A. Kamar yang gelap/ samar/ terang
- B. Kamar yang tenang tidak berisik
- C. Tempat tidur yang nyaman



INSTRUMEN TES FORMATIF

ASSESMEN FORMATIF

Tema : Descriptive Text Kelas XI

PENILAIAN SIKAP

Teknik : Observasi

Bentuk Instrumen : Catatan Anekdote

<i>NO</i>	<i>HARI/TANGG AL</i>	<i>SUB TEMA</i>	<i>CATATAN KEJADIAN</i>	<i>SOLUS I</i>

PENILAIAN PENGETAHUAN

1. **Teknik** : *Bertanya (Questioning)*
2. **Bentuk Instrumen** : *Pertanyaan Singkat terkait dengan materi*
3. **Instrumen** :

Soal Procedure Text 1

Read the following text to answer questions number 1 to 3.

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or beancurd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
 - A. The history of Kediri
 - B. The famous products of Kediri
 - C. The description of Kediri
 - D. The people
2. Which one has a distinctive taste?
 - A. The cigarette
 - B. The special food
 - C. The bean curd
 - D. The highly nutritious food
3. "Those who do not work here ..." (last sentence). The underlined word refers to

A. The local people

B. The factory workers



C. *The farmers*

D. *The traders*

Read the following text to answer questions number 4 to 6. Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. *Masjid Sultan Suriansyah was constructed in the era of*

- A. *Banjar people*
- B. *Dutch colonial*
- C. *Kalimantan King*
- D. *Sultan Suriansyah*

5. *What is mainly discussed in the text?*

- A. *A king reign*
- B. *A palace complex*
- C. *An Islamic location*
- D. *A historical mosque*

6. *From the text we know that*

- A. *Some construction of the mosque takes the local style*

B. Banjar people burned down the mosque

C. There is nothing special from this mosque

D. The Dutch colonial built the mosqu





INSTRUMEN TES SUMATIF

ASSESMEN SUMTIF

Tema: Narrative Text Kelas: XI

Instrumen Tes; Tes tulis pilihan ganda

Read the following text to answer questions number 1 to 3.

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such as batik, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogyakarta's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogyakarta from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such as Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogyakarta's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogyakarta's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still

Has traditional 'Becak' (rickshaw-style) transport.

1. *What is the purpose of the text?*

- A. To amuse the readers with Yogyakarta*
- B. To describe the location of Yogyakarta*
- C. To persuade the readers to go to Yogyakarta*
- D. To promote Yogyakarta as tourist destination*
- E. To tell the readers the history of Yogyakarta*

2. *We know from the second paragraph that*

- A. Plane is the most convenient access to reach Yogyakarta*
- B. Many local tourists prefer staying in Sosrowijayan Street*
- C. Sosrowijayan is also known as shopping and culinary delight*
- D. There are many convenient stores in the streets of Yogyakarta*
- E. Malioboro Street is a crowded mainroad which is alive 24 hours*

3. *"... spirit of refinement, which has been the hallmark of Yogy's art for centuries. (Paragraph 3) The underlined word is closest in meaning*

- A. Settlement*
- B. Development*
- C. Improvement*
- D. Involvement*
- E. Engagement*

Answer

Read the following text to answer questions number 4 to 6.

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr.Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair.

Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has

a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He



has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100million, Atkinson owns many expensive cars.

4. *The text mainly describes*

- A. *Rowan Atkinson*
- B. *Rowan Atkinson's school*
- C. *Rowan Atkinson's movies*
- D. *Comedy festivals in England*
- E. *TV show in England*

5. *"Rowan Atkinson is a quite thin man." (Paragraph 2)*
The word 'thin' has the same meaning as....

- A. *Stocky*
- B. *Athletic*
- C. *Skinny*
- D. *Chubby*
- E. *Muscular*

6. *"The couple has two children, Lily and Benjamin," (Paragraph 3)* *The underlined words refer to*

- A. *Atkinson and family*
- B. *Lily and Benjamin*
- C. *Atkinson and his children*
- D. *Atkinson and Sunetra Sastry*
- E. *Sunetra Sastry and her children*

Read the following text to answer questions number 7 to 10. The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east

to west and 1,770 kilometres from north to truth. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is



forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto *Bhinneka tunggal Ika*, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

7. *The first paragraph tells about*

- A. *The islands in the world*
- B. *The location of Indonesia*
- C. *The continents of Asia and Australia*
- D. *The Samudera Indonesia and Pacific Ocean*
- E. *The Indonesian population*

8. *Based on the text, The Indonesia Archipelago consists of islands.*

- A. 1.904.345
- B. 13.667
- C. 5.120
- D. 1.770
- E. 500

9. *"... occurred in the 1883 on the island of Krakatau ..."* (see paragraph 3) *The underlined word has similar meaning with*

- A. *Erupted*
- B. *Was done*
- C. *Happened*
- D. *Took part*
- E. *Built*

10. "... It extends between two continents, ..." (paragraph
1) The word 'It' refersto



-
- A. *The largest groups of islands*
 - B. *The Indonesian Archipelago*
 - C. *The islands in the world*
 - D. *The Samudera Indonesia*
 - E. *The Indonesian government's*
- AN BACAAN GURU
DAN PESERTA DIDIK**

- <https://www.youtube.com/watch?v=I5l7e6oW-GM> dan
- <https://www.youtube.com/watch?v=SRvL9J4k490>
- Materi ajar Teks Procedure

2. GLOSARIUM

- *Descriptive Text: is a text which says what a person or thing is like.*
- *Elaborate : mengelaborasi, memberikan pendapat dengan alasan.*
- *Kooperatif : bersifat kerja sama*
- *Tes diagnostik : tes untuk mengetahui kelemahan khusus yang dimiliki oleh peserta didik yang tidak berhasil, juga untuk mengetahui kesulitan (kelemahan) dan kekuatan peserta didik itu dalam suatu matapelajaran;*
- *Tes formatif : tes yang diberikan kepada murid setelah selesai atau selama jam pelajaran untuk mengetahui TIK (tujuan instruksional khusus) sudah tercapai atau belum;*
- *Tes sumatif : tes yang diberikan pada akhir caturwulan untuk mengetahui tujuan kurikuler sudah tercapai atau belum;*

3. DAFTAR PUSTAKA

- *Youtube*
- *KBBI Online*
- *Buku pegangan siswa*

BAHASA INGGRIS FASE E KELAS X

RAHYUNI

UPT SMAN 3 TAKALAR



1. IDENTITAS MODUL

- A. NAMA PENYUSUN : RAHYUNI, S. Pd. I. M. Pd.
- B. INSTANSI : UPT SMAN 3 TAKALAR
- C. TAHUN PELAJARAN : 2023/2024
- D. FASE/KELAS : E/X
- E. ELEMEN KONTEN : TEKS REPORT
- F. ALOKASI WAKTU : 8 JP

2. MODEL PEMBELAJARAN YANG DIGUNAKAN

- a. Model Luring (tatap muka)
- b. Pendekatan Scientific Learning dengan Model Problem Based learning

3. TUJUAN PEMBELAJARAN

TUJUAN PEMBELAJARAN 10.19	Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan sebuah teks report.
TUJUAN PEMBELAJARAN 10.20	Peserta didik dapat mengidentifikasi ide pokok dan informasi umum dari sebuah teks report sederhana
TUJUAN PEMBELAJARAN 10.21	Peserta didik dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report sederhana.
TUJUAN PEMBELAJARAN 10.22	Peserta didik dapat menyusun teks report secara lisan, tulis maupun visual (digital)

4. PROFIL PELAJAR PANCASILA

- a. Berkebhinekaan Global
- b. Bernalar Kritis

5. ASSESMEN

- a. Assesmen Awal : Tes Tertulis (Pilihan Ganda)
- b. Assesmen Formatif : Lembar Belajar *Matching Topic*
Lembar Belajar *Identfying and Locating Main Idea*
Lembar Belajar *Reading Comprehension*
- c. Assesmen Sumatif : Tes Tertulis dan Presentasi Journal

6. ASSESMEN AWAL

- 1. Apa Pengertian Report Text?
 - a. Teks yang menceritakan kembali kejadian yang sudah terjadi di masa lalu
 - b. Teks yang memberi informasi suatu objek secara umum berdasarkan hasil penelitian ilmiah

- c. Teks yang berisi gambaran rinci suatu benda atau objek tertentu*
2. Apa Generic Structure dari Report Text?
 - a. Goal, Material, Step*
 - b. Identification, Description*
 - c. General Classification, Description*
 3. Berikut adalah Unsur Kebahasaan dari Report Text, kecuali...
 - a. Menggunakan Simple Present Tense*
 - b. Menggunakan Proper Noun*
 - c. Menggunakan Common Noun*
 4. Yang merupakan contoh judul Report Text adalah...
 - a. Fast Food*
 - b. The negative effect of smoking*
 - c. How to live healthy*

KUNCI JAWABAN

No	Jawaban Benar
1	<i>b. Teks yang memberi informasi suatu objek secara umum berdasarkan hasil penelitian ilmiah</i>
2	<i>c. General Classification, Description</i>
3	<i>c. Menggunakan Common Noun</i>
4	<i>a. Fast Food</i>

RUBRIK PENGELOMPOKAN SISWA

JUMLAH JAWABAN BENAR	SKOR	TINDAK LANJUT
4	FAST	Pembelajaran dapat dilanjutkan pada menganalisis beberapa teks lainnya
1-3	MIDDLE	Memberikan pembelajaran sesuai dengan ATP pada fasenya
0	LOW	Memberikan pembelajaran remedial dengan menekankan pada teori dasar, struktur teks dan unsur kebahasaan Teks Prosedur

PERTEMUAN KE 1

1. TUJUAN PEMBELAJARAN

Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan sebuah teks report.

2. INDIKATOR

Dengan menyimak/membaca/mendengarkan penjelasan dan berdiskusi, peserta didik mampu menganalisis fungsi sosial, struktur teks dan unsur kebahasaan sebuah Teks Report.

3. PERTANYAAN PEMANTIK

- a. What do you think about this UFO?
- b. Is it a fake or real thing?
- c. If it is a real thing, who first discovered it?
- d. Mention some theories that support that opinion!

4. KEGIATAN PEMBELAJARAN

PENDAHULUAN

- Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik
- Guru mengidentifikasi kehadiran peserta didik
- Guru mengingatkan kembali kesepakatan kelas dan konsekuensinya.
- Guru menyampaikan topik dan tujuan pembelajaran yang akan dilakukan
- Guru meminta peserta didik untuk duduk sesuai dengan kelompoknya masing-masing (**pengelompokannya berdasarkan hasil assesmen awal tentang KESIAPAN BELAJAR yang sudah dishare di grup whatsapp sebelumnya**)
- Guru memberikan pertanyaan pemantik terkait kegiatan pembelajaran hari itu.

KEGIATAN INTI

- Peserta didik melakukan eksplorasi konsep dengan membaca sumber-sumber belajar yang disiapkan baik berupa **video** (audio visual) maupun **buku bacaan** (visual)
- Guru memberikan daftar kosa kata terkait materi yang diajarkan melalui aplikasi *QUIZLET*.
- Guru memberikan penguatan materi dengan mendiskusikannya bersama peserta didik.
- Peserta didik berkolaborasi dengan teman kelompoknya untuk memahami teks report yang diberikan dengan cara mengisi lembar kerja terkait menemukan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks report yang disajikan.
- Peserta didik mempresentasikan hasil kerja masing kelompoknya.
- Selama pembelajaran berlangsung, guru mengamati perilaku peserta didik terkait disiplin positif yaitu memfasilitasi peserta didik menyadari konsekuensi dari pelanggaran kesepakatan kelas dan memperbaiki perilaku melanggarnya.

KEGIATAN PENUTUP

- Peserta didik diminta memberikan review/refleksi singkat terkait materi yang diajarkan pada hari tersebut.
- Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini
- Menyampaikan secara singkat kegiatan pembelajaran pada pertemuan selanjutnya

5. MEDIA AJAR

- Video Pembelajaran : Link youtube <https://youtu.be/-gBZCCOac8w?si=1ILeDcs6jTxSx6RA>
- Buku Pelajaran : Goals, Buku Bahasa Inggris SMA Kelas X, Grafindo (Page 75, 91-92)

- Quizlet : link <https://quizlet.com/id/894294540/report-text-flash-cards/?i=3z1bd1&x=1jqt>

6. ASSESMENT FORMATIF

Lembar Kerja 1

1. **Read the following Text (Text Book Page 91-92) and analyze it based on its generic structure!**

Report Text	Generic Structure
<p style="text-align: center;">Es Cendol</p> <p>Ice-cold sweet coconut milk with palm sugar, colourful jellies, fruit and red beans... Have you begun to see a theme with these Indonesian ingredients yet?!</p> <p>Sweet, refreshing, and more like a dessert than a drink; the ingredients in es cendol help to fight the high temperatures and humidity that much of Indonesia deals with daily.</p> <p>Es Cendol is essentially a bowl of shaved ice, coconut milk, palm sugar and pandan jellies that look like tiny worms (a little unappealing at first sight but the best way to describe them). Cendol is a popular dessert in Asia that is eaten in many different countries across the Southeast. Toppings vary depending on where you are but cendol can also be served with red beans, coconut, sweet corn or sticky rice.</p> <p>Across most of Java, you will find this drink sold on the roadside during the month of Ramadan. It makes the perfect refreshing treat to break a day of fasting!</p>	

Vocabularies:

dessert : hidangan penutup

roadside : pinggir jalan

humidity : kelembaban

refreshing treat : suguhan menyegarkan

deals : penawaran

fasting : puasa

shaved ice : es serut

unappealing : tidak menarik

2. **Based on the text above, identify its language feature!**

Common Noun	
Technical Term	
Linking Verbs	
Simple Present Tense	
Adjective	

PERTEMUAN KE 2

1. TUJUAN PEMBELAJARAN

Peserta didik dapat mengidentifikasi ide pokok dan informasi umum dari sebuah teks report sederhana.

2. INDIKATOR

Dengan membaca teks dan berdiskusi, peserta didik mampu mengidentifikasi ide pokok dan informasi umum dari teks report.

3. PERTANYAAN PEMANTIK

Silahkan baca Quotes yang disajikan lalu diskusikan dengan teman kalian!

- What does it mean?
- Do you agree with it? Why/Why not?

4. KEGIATAN PEMBELAJARAN

PENDAHULUAN

- Guru meminta peserta didik untuk duduk sesuai dengan kelompoknya masing-masing (**pengelompokannya berdasarkan hasil assesmen awal tentang KESIAPAN BELAJAR yang sudah dilakukan pada pertemuan sebelumnya**)
- Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik
- Guru mengidentifikasi kehadiran peserta didik
- Guru menyampaikan topik dan tujuan pembelajaran yang akan dilakukan
- Guru mengingatkan kembali kesepakatan kelas dan konsekuensinya.
- Guru memberikan pertanyaan pemantik terkait kegiatan pembelajaran hari itu.

KEGIATAN INTI

- Guru menginformasikan peserta didik bahwa hari itu mereka akan membaca dan berdiskusi tentang hewan-hewan yang ada di sekeliling mereka.
- Guru memberikan beberapa potongan paragraf dan peserta didik menjawab pertanyaan berikut:
 - a. What is the paragraph about?
 - b. What is the most essential information you get?
- Guru memberikan feedback dan penguatan
- Guru memaparkan tips menemukan ide pokok/informasi umum pada sebuah bacaan.
- Peserta didik mengerjakan LK 1 dan LK 2 secara berkelompok.
- Guru meminta 3 kelompok mempresentasikan hasil kerjanya pada LK 1.
- Guru meminta 3 kelompok mempresentasikan hasil kerjanya pada LK 2.
- Guru mempersilahkan peserta didik yang ingin bertanya terkait hasil kerja kelompok lainnya.
- Guru memberikan feedback dan penguatan
- Selama pembelajaran berlangsung, guru mengamati perilaku peserta didik terkait disiplin positif yaitu memfasilitasi peserta didik menyadari konsekuensi dari pelanggaran kesepakatan kelas dan memperbaiki perilaku melanggarnya.

KEGIATAN PENUTUP

- Guru dan peserta didik merefleksikan hasil belajar hari itu.
- Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini
- Menyampaikan secara singkat kegiatan pembelajaran pada pertemuan selanjutnya

5. MEDIA AJAR

- Quotes
- Paragraphs

6. ASSESMENT FORMATIF

Lembar Kerja 1

Rubrik Penilaian

Lembar Kerja 2

PERTEMUAN KE 3

1. TUJUAN PEMBELAJARAN

Peserta didik dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa jenis teks report.

2. INDIKATOR

Dengan membaca beberapa teks report peserta didik mampu membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks report tersebut.

3. PERTANYAAN PEMANTIK

How do you compare the two texts given?

4. KEGIATAN PEMBELAJARAN

PENDAHULUAN

- Guru meminta peserta didik untuk duduk sesuai dengan kelompoknya masing-masing (**pengelompokannya berdasarkan hasil assesmen awal tentang KESIAPAN BELAJAR yang sudah dilakukan pada pertemuan sebelumnya**)
- Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik
- Guru mengidentifikasi kehadiran peserta didik
- Guru menyampaikan topik dan tujuan pembelajaran yang akan dilakukan
- Guru mengingatkan kembali kesepakatan kelas dan konsekuensinya.
- Guru memberikan pertanyaan pemantik untuk menghantarkan peserta didik menuju materi dan diskusi.

KEGIATAN INTI

- Guru menyajikan dua pasang teks.
- Guru meminta peserta didik membaca dan membandingkan dua pasang teks tersebut (apa perbedaan dan persamaannya)
- Guru meminta beberapa kelompok menyampaikan hasil diskusinya.
- Guru memberikan feedback dan penguatan
- Guru menggunakan teknik *Gallery Wall* untuk memastikan peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan ciri kebahasaan/karakteristik teks report.
 - a. Guru membuat empat stasiun di dalam kelas. Masing-masing stasiun diberi teks report.
 - b. Guru membagikan tiap kelompok empat stik label
 - c. Guru meminta tiap kelompok untuk mengunjungi setiap stasiun dan menuliskan dalam label satu dari karakter teks report yang ada dalam teks tersebut, misalnya ciri kebahasaan: Simple present tense (these birds are omnivore eats grass as well as insect) lalu menempelkan stik tersebut pada setiap stasiun.
- Guru memberikan feedback dan penguatan
- Guru meminta peserta didik mengerjakan Lembar Kerja tentang Recount Text Analysis secara berkelompok.
- Guru meminta peserta didik menyampaikan jawabannya

- Guru memberikan feedback dan penguatan materi.
- Selama pembelajaran berlangsung, guru mengamati perilaku peserta didik terkait disiplin positif yaitu memfasilitasi peserta didik menyadari konsekuensi dari pelanggaran kesepakatan kelas dan memperbaiki perilaku melanggarnya.

KEGIATAN PENUTUP

- Guru dan peserta didik merefleksikan hasil belajar hari itu.
- Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini
- Menyampaikan secara singkat kegiatan pembelajaran pada pertemuan selanjutnya

5. MEDIA AJAR

- Two paired texts

- Empat buah teks report untuk gallery wall.

6. ASSESMEN FORMATIF

PERTEMUAN KE 4

1. TUJUAN PEMBELAJARAN

Peserta didik dapat menyusun teks report secara lisan, tulis maupun visual (digital)

2. INDIKATOR

Dengan mengerjakan LK, peserta didik mampu menyusun teks report sederhana dengan memilih topik sesuai dengan minatnya secara tertulis (dengan menggunakan media tampil video, ppt, handout, poster, infografis).

3. PERTANYAAN PEMANTIK

Which topic do you prefer to choose?

- a. Animal
- b. Human



- c. Plans
- d. Places
- e. Social phenomena
- f. Scientific phenomena

4. KEGIATAN PEMBELAJARAN

PENDAHULUAN

- Pembelajaran dimulai dengan salam dan sapaan hangat dari guru, kemudian dilanjutkan dengan membaca doa yang dipimpin oleh salah seorang peserta didik
- Guru mengidentifikasi kehadiran peserta didik
- Guru menyampaikan topik dan tujuan pembelajaran yang akan dilakukan
- Guru mengingatkan kembali kesepakatan kelas dan konsekuensinya.
- Guru memberikan pertanyaan pemantik untuk menghantarkan peserta didik memilih produk yang mereka inginkan.
- Guru meminta peserta didik untuk duduk sesuai dengan kelompok topik produk yang dipilihnya.

KEGIATAN INTI

- Guru memberikan contoh topik teks report, termasuk dengan karakternya.
- Peserta didik masing-masing menyusun teks report sesuai dengan topik yang dipilihnya.
- Peserta didik diperbolehkan mencari data dari berbagai sumber.
- Guru mendampingi peserta didik dan memberikan bantuan yang dibutuhkan selama pembelajaran
- Peserta didik mengumpulkan hasil kerjanya.
- Guru meminta perwakilan kelompok topik untuk mempresentasikan hasil kerjanya.
- Guru memberikan feedback dan penguatan
- Selama pembelajaran berlangsung, guru mengamati perilaku peserta didik terkait disiplin positif yaitu memfasilitasi peserta didik menyadari konsekuensi dari pelanggaran kesepakatan kelas dan memperbaiki perilaku melanggarnya.

KEGIATAN PENUTUP

- Guru dan peserta didik merefleksikan hasil belajar hari itu.
- Mengkondisikan Peserta didik untuk bersyukur atas hasil pembelajaran hari ini
- Menyampaikan secara singkat kegiatan pembelajaran pada pertemuan selanjutnya

5. MEDIA AJAR

Contoh Topik Teks Report

- Animal
- Human

The Incas used to be a large empire of 990.000 km² in Peru of South America. Their city was high up in the Andes Mountains. They were well-known for their great wealth, especially gold. This great empire was unfortunately destroyed in an attack by the Spaniards who were searching for their famed gold. Although this empire existed way back in 1493, it was not backward but complex and well-organized.

The empire was ruled by the Sapa Inca, Lord of the World, Son of the Sun. He owned everything in the empire - the land, soil, gold and even the people. The people, therefore, had no freedom.

Boys and girls were to life of obedience and tradition. They began working in their ayllu or family groups. The rule was Ama sua, ama llulla, ama sheklla, which means, "Do not steal, do not lie, do not be lazy."

Despite this difficult way of live, the Incas were very skillful. They constructed drainage system and underground water reservoirs. Their buildings were made from huge stones. These were cut to flit perfectly together so that no mortar was needed. Their rope bridges were so strong that even a horse could gallop across them!

The Incas had no written language. Information was recorded on knotted strings called quipus. These were also used as calculators. Strong and healthy young boys were chosen as chasquis or couriers to

- Plans
- Places
- Social phenomena

Every time see illegal logging in their area, the women and children cry out, "Where can we settle and make a living if our forests were gone?"

They are the forest people, members of the local Anak Dalam tribe, in Mangkekal (Makekal), Bukit Duabelas National Park, Jambi province. They have tried very hard to protect the forest zone from illegal logging operations. "Adult as well as children are fighting for the conservation of this forest," said tribal chief Tumenggung (Regent) Meriak. The national park zone is about 60,000 hectares. It is home for about 1,500 Anak Dalam. The tribesmen llive in Mangkekal, Kedasung, Air hitam, and Terap.

- Scientific phenomena

6. ASSESMENT FORMATIF

Rubrik Assesmen

Nama peserta didik	Topik pilihan	Kesesuaian topik dengan isi (max. 30)	Kesesuaian Struktur (max 30)	Kesesuaian ciri kebahasaan (max. 40)	Skor total (max. 100)

Keterangan Total Skor :

90 – 100 : Fast

70 – 80 : Middle

<60 : Low



Appendice D



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Rosnani
Nim : 105351100520
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	7 %	25 %
3	Bab 3	4 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

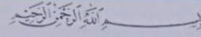
Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 11 Juni 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,





Nomor : 16067/FKIP/A.4-II/III/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Rofiqani
Stambuk : 105351100520
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Labuwingki, 23-02-1999
Alamat : Dusun Labuwingki I, Desa Garasikang, Kec. Bontokala Barat, Kab. Jeneponto

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: **AN ANALYSIS OF SUITABILITY LESSON PLAN BASED ON MERDEKA CURRICULUM AND IMPLEMENTATION ENGLISH TEACHER AT SMA NEGERI 03 TAKALAR**

Demikian pengantar ini kami buat, atas kerjasamanya diharapkan *Tau baarakum Ullahu Khaeran Katsiraan*.

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Makassar, 16 Jumadil Ula 1445 H
20 Maret 2024 M.

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM: 8601934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 3937/05/C.4-VIII/III/1445/2024

20 March 2024 M

Lamp : 1 (satu) Rangkap Proposal

10 Ramadhan 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16067/FKIP/A.4-II/III/1445/2024 tanggal 20 Maret 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ROSNANI

No. Stambuk : 10535 1100520

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF SUITABILITY LESSON PLAN BASED ON MERDEKA CURRICULUM AND IMPLEMENTATION ENGLISH TEACHER AT SMA NEGERI 03 TAKALAR"

Yang akan dilaksanakan dari tanggal 26 Maret 2024 s/d 26 Mei 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Muhi. Arief Muhsin, M.Pd.

NBM 1127761



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Rosnani
NIM : 105351100520
Judul Penelitian : An Analysis of Suitability Lesson Plan Based on Merdeka Curriculum
and Implementation English Teacher at SMA Negeri 03 Takalar

Tanggal Ujian Proposal : 12 Februari 2024
Tempat/Lokasi Penelitian : SMA NEGERI 3 TAKALAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	25 Maret 2024	Mengobservasi guru ke-1 mengajar di kelas pada pertemuan pertama	Serviyanti, S.Pd	
2	26 Maret 2024	Mengobservasi guru ke-1 mengajar di kelas pada pertemuan kedua	Serviyanti, S.Pd	
3	17 April 2024	Mengobservasi guru ke-2 mengajar di kelas pada pertemuan pertama	Rahyuni, S.Pd.I. M. Pd	
4	29 April 2024	Mengobservasi guru ke-2 mengajar di kelas pada pertemuan kedua	Rahyuni, S.Pd.I. M. Pd	



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

5	06 Mei 2024	Mengobservasi guru ke-1 mengajar di kelas pada pertemuan ketiga	Serviyanti, S.Pd	
6	13 Mei 2024	Mengobservasi guru ke-1 mengajar di kelas pada pertemuan keempat	Serviyanti, S.Pd	
7	13 Mei 2024	Mengobservasi guru ke-2 mengajar di kelas pada pertemuan ketiga	Rahyuni, S.Pd.I. M. Pd	
8	13 Mei 2024	Mengobservasi guru ke-2 mengajar di kelas pada pertemuan keempat	Rahyuni, S.Pd.I. M. Pd	
9	14 Mei 2024	Mengobservasi guru ke-2 mengajar di kelas pada pertemuan kelima	Rahyuni, S.Pd.I. M. Pd	
10	20 Mei 2024	Mengobservasi guru ke-1 mengajar di kelas pada pertemuan kelima	Serviyanti, S.Pd	

Kamis, 30 Mei 2024

Mengetahui,

Ketua Program Studi,
FKIP Unasmuh Makassar

Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM-977 817



Kepala NPT SMA Negeri 3 Takalar

Ilham S. Pd., M. Pd
NIP. 196408 199512 1 03



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 3 TAKALAR

Alamat : Jalan Abd. Djalal Dg. Leo No. 2 Telp. (0418) 21041 Takalar www.smantigatakalar@gmail.com

SURAT KETERANGAN

Nomor : 421.3/238-UPT/ SMA.3/TKR/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 3 Takalar Kec. Pattalassang Kabupaten Takalar menerangkan bahwa :

Nama : **ROSNANI**
NIM : 105351100520
Program Studi / Jurusan : Pendidikan Bhs. Inggris
Pekerjaan : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Bahwa yang tersebut namanya di atas benar telah melaksanakan Penelitian dengan Judul " **AN ANALYSIS OF SUITABILITY LESSON PLAN BASED ON MERDEKA CURRICULUM AND IMPLEMENTATION ENGLISH TEACHER AT SMA NEGERI 3 TAKALAR** "

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Takalar, 4 Juni 2024

Kepala UPT SMA Negeri 3 Takalar,



ILHAM S.P.d.M.P.d

Pangkat: Pembina Tk.I

NIP. 19700408 199512 1 003



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 200 Makassar
Telp. 0811 082101 (Secretary)
Email: prodi@unismuh.ac.id
Web: bg.unismuh.ac.id



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0894/BG-FKIP/LOA/B/VII/1445/2024

Dear ROSNANI

It is our pleasure to inform you that, after reviewing your paper:
AN ANALYSIS OF SUITABILITY LESSON PLAN BASED ON MERDEKA
CURRICULUM AND IMPLEMENTATION ENGLISH TEACHER AT SMA
NEGERI 03 TAKALAR

The manuscript ID: 1500

Detail checklist:

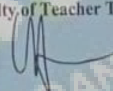
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

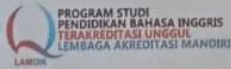
has been ACCEPTED to publish with **English Language Teaching Methodology**.
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
eltm@bg.unismuhmakassar.ac.id

Makassar, 2 July 2024 M
25 Dzulhijah 1445 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umni Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

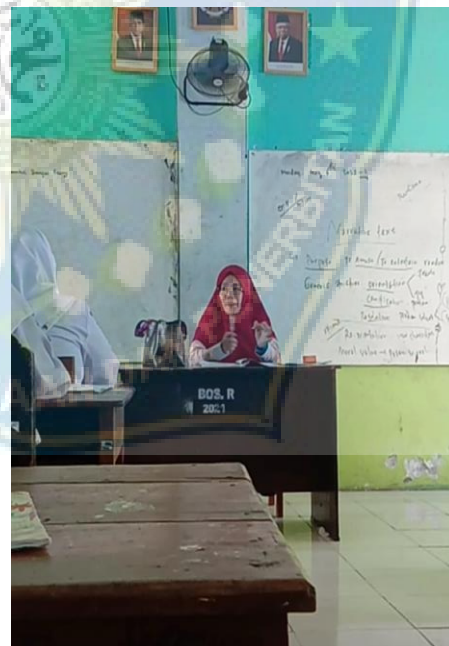


Appendice E: Documentation

Observation Teacher 1 in Class X Abdul Jalal



Observation Teacher 2 in Class XI Archimedes



CURRICULUM VITAE



ROSNANI was born on February, 28th, 2001 in Jeneponto. He has four sisters, and two brothers. The third of seven children of Kahar and Muli. She started his education at SD 87 Santigia, Jeneponto Regency. Then he continued his studies at SMP Negeri 7 Bangkala Barat, after completing his studies he continued his studies at SMA Negeri 03 Takalar and graduated in 2020. In the same year, he was accepted as a student in the English Language Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. With the blessing and grace of Allah SWT, prayers and support from my beloved family, all friends, the researcher was able to complete his studies at the Muhammadiyah University of Makassar with the title An Analysis of Suitability Lesson Plan Based on Merdeka Curriculum and Implementation of English Teacher's at SMA Negeri 03 Takalar.

