

**THE IMPLEMENTATION OF ENGLISH TEACHING-LEARNING IN
THE CONTEXT OF THE *MERDEKA* CURRICULUM AT THE SEVENTH
GRADE OF MADRASAH TSANAWIYAH NEGERI 3 PONOROGO**

THESIS



By

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COVER

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ABSTRACT

Ramadhoni, C Silvia N. W. 2023. *The Implementation of English Teaching-Learning in the Context of the Merdeka Curriculum at the Seventh Grade of Madrasah Tsanawiyah Negeri 3 Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo. Advisor: Dr. Ahmadi, M.Ag.

Key words: Teaching-Learning, *Merdeka* Curriculum.

Teachers are a key factor in the success of English teaching-learning. English subject is compulsory to learn from the *Merdeka* Curriculum at MTsN 3 Ponorogo. In the process of learning the *Merdeka* Curriculum, English teachers participate in a number of technical consulting activities, but along the way there are still of things need to be improved regarding it. The ultimate goal is to change student behavior through all components of knowledge, understanding, skill, and attitude. So, teachers must motivate students to solve various life problems in a society full of challenges and obstacles and develop their innovative and creative abilities

The aims of this study are; (1) To find out the lesson plan of English subjects in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo. (2) To find out the process of implementation of English subjects in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo. (3) To find out the evaluation of English subjects in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo.

This type of research is field research in seventh grade with a qualitative approach. Data collection is collected through observation, interviews, and documentation. Participation came from english teachers at MTsN 3 Ponorogo, for data analysis using WS Winkle's Theory with data reduction, data presentation, and conclusions.

Based on data analysis found that (1) The lesson plan of English Subject in the context of *Merdeka* Curriculum at MTsN3Ponorogo based on the learning outcomes to be achieved (CP) by diagnoses of learning objectives, materials, teaching methods includes competence, *Pancasila* Student Profile, media, target students, learning model used, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, reflection of students and educators, student worksheets, enrichment and remedial, educator and student reading materials, bibliography. This is considering the goals to be achieved, what tools are used, what material is taught by evaluating and planning lessons using text book and non text. (2) The implementation of English Subject in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo is carried out differentiated and curricular through projects to strengthen *Pancasila*. Teachers uses the implementation of learning activities based on the lesson plan that has been prepared by the teacher and uses learning methods adapted to the conditions of the students. This lesson contains material about my school activities which contains contexts at school and daily activities at home. The methods used are lecture methods, presentation methods and discussion methods. In addition to conveying learning, this method is also used to hone students' skills, namely, listening, speaking, reading, and writing. (3) The evaluation of English Subject in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo is carried out by sumatif and formatif assesment. So that the implementation goes according to the needs being taught. Test is conducted during mid-semester (PTS) and final test (PAS) assessments, the daily assessment in the teacher's daily journal, the pre-test and post-test and also focuses on guiding and directing student behavior in learning and other activities.

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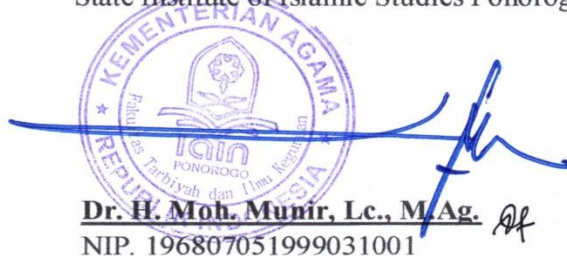
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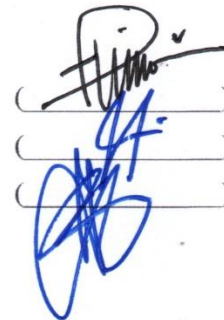
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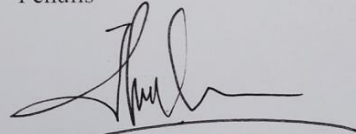
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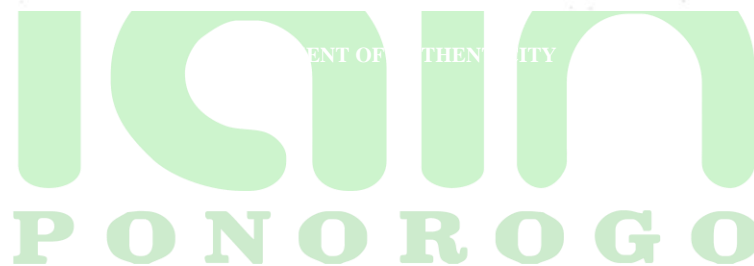


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CHAPTER I

INTRODUCTION

A. Background of the Study

The era of disruption has changed individual behavior, industrial society, and the educational environment. The most visible changes are attitudes and behaviors, as well as paradigm and norm shifts occurring in society. In this aspect of changing attitudes and behavior, the educational community needs to adapt immediately. In his book *Pancasila Insight* he states: The guiding star of a civilization,” says Yudi Latif, that education as a process of learning to become a human being with an independent culture following human nature has a dual orientation: understanding oneself and understanding the environment. Education must provide learning for students to recognize themselves as a special embodiment (differentiation).¹

The problem that arises in education is the weakness of learning. In the learning process, students are sometimes not encouraged to develop thinking skills. Instead, children rely on their ability to memorize and store information, which they need to comprehend to relate the information they receive to their daily lives.²The learning process consists not only of memorizing concepts and facts but of activities that connect concepts to create understanding and provide people for generations with advanced scientific insights that serve nations and religions. Learning can be considered as permanent change because change is brought to students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific laws operating behind a learning environment.³Therefore, to deliver effectively,

¹Saryanto, *Inovasi Pembelajaran Merdeka Belajar: Urgensi Perubahan Pendidikan Dindonesia Pada Era Disrupsi*, (Bandung: Media Sains Indonesia, 2022), 7.

²Sri Dewi, “The Effect of Student’s Metacognition Ability to Their Reasoning by Using Realistic Mathematical Education Approach at Secondary School of Unggul Sakti Jambi,” *Jurnal Ilmiah Universitas Unggul Sakti Jambi*, Vol. 15, No. 3,(2015), 171.

³Afzal S.Munna, dkk. “Teaching And Learning Process To Enhance Teaching Effectiveness: A Literature Review,” *International Journal of Humanities and Innovation (IJHI)*, Vol. 4, No. 1, (2021), 1.

teachers and prospective teachers use certain styles and techniques to make the learning process more interesting and to make the learning material more easily accepted and mastered by students is needed.

English subjects are often considered difficult for Indonesians. The level of English proficiency of students at school is still relatively low. The quality of English learning and students' comprehension of English concepts is still poorly understood by students. This is reflected in the achievement of EF Education First's 2021 EPI (English Proficiency Index) score. Indonesia is still below the global EPI average with 503 points. In terms of EPI score, Indonesia scored 466 points, ranking 80th out of 112 countries.⁴ This assumes that the teaching and learning process of teachers can identify and create situations in which students can be active and creative. Therefore, strategies or methods are needed to enable students to explore and develop their potential. The aim is to enable students to perform their learning activities optimally to optimally achieve the set educational goals. The key to success in meeting student needs is how the learning process proceeds.

Therefore, the government has taken various measures to improve the quality of English learning. Namely, according to the provisions of Article 20 of the Law of the Republic of Indonesia Number 14 of 2005, teachers are obliged to plan the learning, implement the quality learning process and evaluate the learning outcomes following the provisions on teachers' and lecturers' professional duty and assessment. These rules lead to the notion that the learning process is an activity planned, carried out, and evaluated by the teacher to develop the cognitive, emotional, and psychomotor skills of the student until maturity can be derived. In other words, Teachers make an active contribution to shaping their own work and working conditions, but whatever their capacity, institutional and systemic factors, such as curricula and assessment, professional development, school

⁴ Sharon S. T., & Teguh W., "Rancang Bangun Aplikasi Bantu Belajar Bahasa Inggris untuk Anakberbasis Mobile," *Jurnal Penerapan Teknologi Informasi dan Komunikasi*, Vol. 1, No.3, (2022), 230.

culture, and support from education authorities, have a transformative effect on teachers' opportunities.⁵

Commensurate with the current education system reform in Indonesia, various issues related to the processes and dynamics of the education sector itself need to be discussed. Educational reform follow-up is educational innovation, where there is an opportunity to review and improve the curriculum, taking into account the needs and characteristics of each learner, so the curriculum change is open and flexible. This curriculum is called *Merdeka* Curriculum. These changes are regulated in Kepmendikbudristek No. 56 of 2022 describes the Guidelines for Curriculum Implementation in the Framework of Learning Recovery. Contains 3 curriculum options that can be used in educational units in the context of learning recovery along with the structure of the *Merdeka* Curriculum, rules related to learning and assessment, and teacher workload.⁶ Referring to the function of the curriculum in the *Merdeka* learning process Based on the legal basis of the Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 which describes Learning Achievements in Early Childhood Education, Basic Education Levels, and Secondary Education in the *Merdeka* Curriculum. Contains Learning Achievements for all levels and subjects in the structure of the *Merdeka* Curriculum, as well as the Decree of the Head of BSKAP No.009/H/KR/2022 of 2022 which explains the Dimensions, Elements, and Sub Elements of Pancasila Student Profiles in the *Merdeka* Curriculum. Contains explanations and stages of developing Pancasila student profiles that can be used especially for projects to strengthen Pancasila student profiles.

Merdeka Curriculum has the concept of *Merdeka* learning. *Merdeka* Learning is recognized as a solution to reduce learning loss, teacher loss, and character loss. WS

⁵Orianne Laval & Khatarin M., *The United Nations Educational, Scientific And Cultural Organization, Teachers Have Their Say*(France: UNESCO, 2021), 54. <https://unesdoc.unesco.org/ark:/48223/pf0000379914> (accessed on 8th of February, 2023 at 09.00 am)

⁶Zaki mubarak, *Design Kurikulum Merdeka Belajar Untuk Era Revolusi Industri 4.0 Dan Society 5.0*, (Tasikmalaya : Pustaka Turats Press, 2022), 4.

Winkel in his book *Teaching Psychology*, according to him, the concept of learning is a mental/psychological activity that takes place in positive interaction with the environment, leading to changes in knowledge, understanding, skills, and attitudes, also lasts for a long time.⁷Fundamentally, *Merdeka* Learning exists to explore the possibilities for teachers, schools, and students to innovate to improve their quality. *Merdeka* doesn't just follow the existing bureaucratic educational process, what it needs is a push to innovate. Teachers and students are given the freedom to access knowledge and different ways of learning. So, *Merdeka* learning in a sense can be interpreted not only as freedom but also as empowerment to live a better life.

In one subject, English is the implementation of the *Merdeka* Curriculum in a very complex way. In the unfolding of global issues, English is very necessary when looking at the global world up close. For more information, Linyuan Guo's Journal, "*Preparing Teachers to Educate for 21st Century Global Citizenship States: Envisioning and Enacting*" teaches English teachers to help students become global citizens to build a sense of belonging and a general sense of humanity as members of a global community and foster a sense of global solidarity, identity, and responsibility.⁸Of course, all components of *Merdeka's* Curriculum are very important to the learning process. This is because the ultimate goal of the teaching and learning process is to change student behavior.

A recent phenomenon is that the teaching profession (including English Teachers) is under intense scrutiny at both the national and local levels. In essence, teachers are responsible not only for providing teaching materials but also for changing student behavior according to expected goals. In the educational process, teachers and educators should help students develop their potential and train both their intellectual and athletic

⁷Widodo Winarso, "Assessing The Readiness of Student Learning Activity and Learning Outcome," *Jurnal Pencerahan*, Vol. 10, No. 2, (2016), 83.

⁸ K. Aniroh M. "Guru Bahasa Inggris Vokasi Diera Global: Perlunya Perubahan Orientasi Pembelajaran." Universitas Merdeka Malang. 2018, 8.

abilities so that they dare to live in a rapidly changing and competitive society. Must be taught to teachers must also motivate students to solve various life problems in a society full of challenges and obstacles and develop their innovative and creative abilities. Teachers are a key factor in the success of education, regardless of curriculum changes. The goals of curriculum change will never be realized unless the professionalism of teachers changes.

In line with this goal, Indonesia organizes education in the national education system. One of them is the implementation of Islamic education jointly carried out by the Ministry of Education and Culture and the Ministry of Religious Affairs, which focuses on the organization of religious education and the madrasahs of religious education. These madrasahs have a legal basis under the National Education System Act Number 20 of 2003 and Government Regulation No. 55 of 2007 on Religious Education. It cannot be underestimated, Madrasahs play an important role in national education, and by prioritizing religious values as a guide for life, the progress of madrasahs should be promoted to build education in a better direction for the realization of an intelligent and noble nation.⁹

Ponorogo Regency is one of the regencies in East Java Province which organizes Islamic Education. According to the recapitulation of basic Islamic education data for madrasahs in 2018/2019, there are a total of 15 state madrasahs and 507 private madrasahs ranging from RA, MI, MTs, and MA. Of these, there are 6 MTsN and 81 MTs. This figure makes a major contribution to increasing the school enrollment rate in the pursuit of compulsory education. Preparing the formulation of technical policies and planning in the field of madrasah education, Implementing services, guidance, and coaching in the field of curriculum and evaluation, educators and educational staff, infrastructure, developing student potential, institutions, cooperation, and management of madrasah

⁹ Faridah Alawiyah, "Pendidikan Madrasah di Indonesia," *Aspirasi*, Vol. 5, No. 1,(2014), 52.

education information systems as well as evaluation and the preparation of reports in the field of madrasah education is very noteworthy. This is through services, technical guidance, coaching, and data and information management in madrasah education.

MTsN 3 Ponorogo is one of the most popular schools in the Ponorogo Regency. This madrasa is not only excellent in its madrasa program and system but also at the forefront of producing intelligent, qualified, and moral students. One of the things that set MTsN 3 Ponorogo apart from other schools is that it has subjects and activities that are inseparable from the framework of Islamic education. General subjects such as Science, Mathematics, Science, Social Studies, and Languages are always based on Islamic religious guidelines.¹⁰

In addition, MTsN 3 Ponorogo is one of the schools that implement the *Merdeka* Curriculum. So far, the government's efforts to implement the *Merdeka* Curriculum only apply to the Class of VII. English subject is one of the compulsory subjects to learn from the *Merdeka* Curriculum. In the process of learning the *Merdeka* Curriculum, English teachers participate in several technical consulting activities, but along the way, there are still several things that need to be improved for teachers through knowledge, understanding, skills, and attitude.¹¹Based on the above description, the researchers are

interested in studying with the title: **THE IMPLEMENTATION OF ENGLISH TEACHING-LEARNING IN THE CONTEXT OF THE MERDEKA CURRICULUM AT THE SEVENTH GRADE OF MADRASAH TSANAWIYAH NEGERI 3 PONOROGO.**

B. Focus of the Study

This study focuses on the discussion related to the implementation of English Subjects in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo.

¹⁰Observation on 11st of January, 2023

¹¹Interview, The teacher of English Subject at MTsN 3 Ponorogo, Mesirah, S.Pd,

C. Research Problem

After understanding the research context and research focus above, the author formulates the research problem as follows:

1. How is the lesson plan of English subjects in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo?
2. How is the implementation of English subjects in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo?
3. How is the evaluation of English subjects in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo?

D. Objectives of the Study

Based on the formulation of the problem above, there are research objectives:

1. To find out the lesson plan of English subjects in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo.
2. To find out the process of implementing of English subjects in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo.
3. To find out the evaluation of English subjects in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo.

E. Significances of the Study

In conducting research, the implementation of teaching-learning in English Subjects of the *Merdeka* Curriculum at MTsN 3 Ponorogo will provide theoretical and practical benefits, including the following.

1. Theoretically

Theoretically, this research is expected to be useful for:

- a. Input material for teachers in an effort to implement an independent curriculum to improve performance, both in terms of planning readiness and the process of

learning activities.

- b. It is hoped that this research can enrich the insight or knowledge of research that has been done previously.

2. Practically

Practically this research can be useful for the following:

a. Teacher

It is hoped that this research can add teacher information that provides information related to the learning carried out by the teacher concerned in improving student learning achievement.

b. Principal

The results of this study are expected to be used as input to school principals to provide policies in implementing an independent curriculum in schools which are the responsibility of the learning process.

c. Researcher

It is hoped that this research can be used in expanding subsequent research, so that it can be a reference in adding insight into further research.

F. Organization of the Thesis

The writing of this research thesis is based on a systematic discussion, departing from the main problems that have been formulated, set forth chapter by chapter.

Chapter I is an introduction. In this chapter, the introduction is the basis for this research. This chapter also describes the background of the research problem, so that various questions arise that this research contains the research context of problem formulation, research objectives, uses, and research results, and carry out the systematic preparation of the discussion.

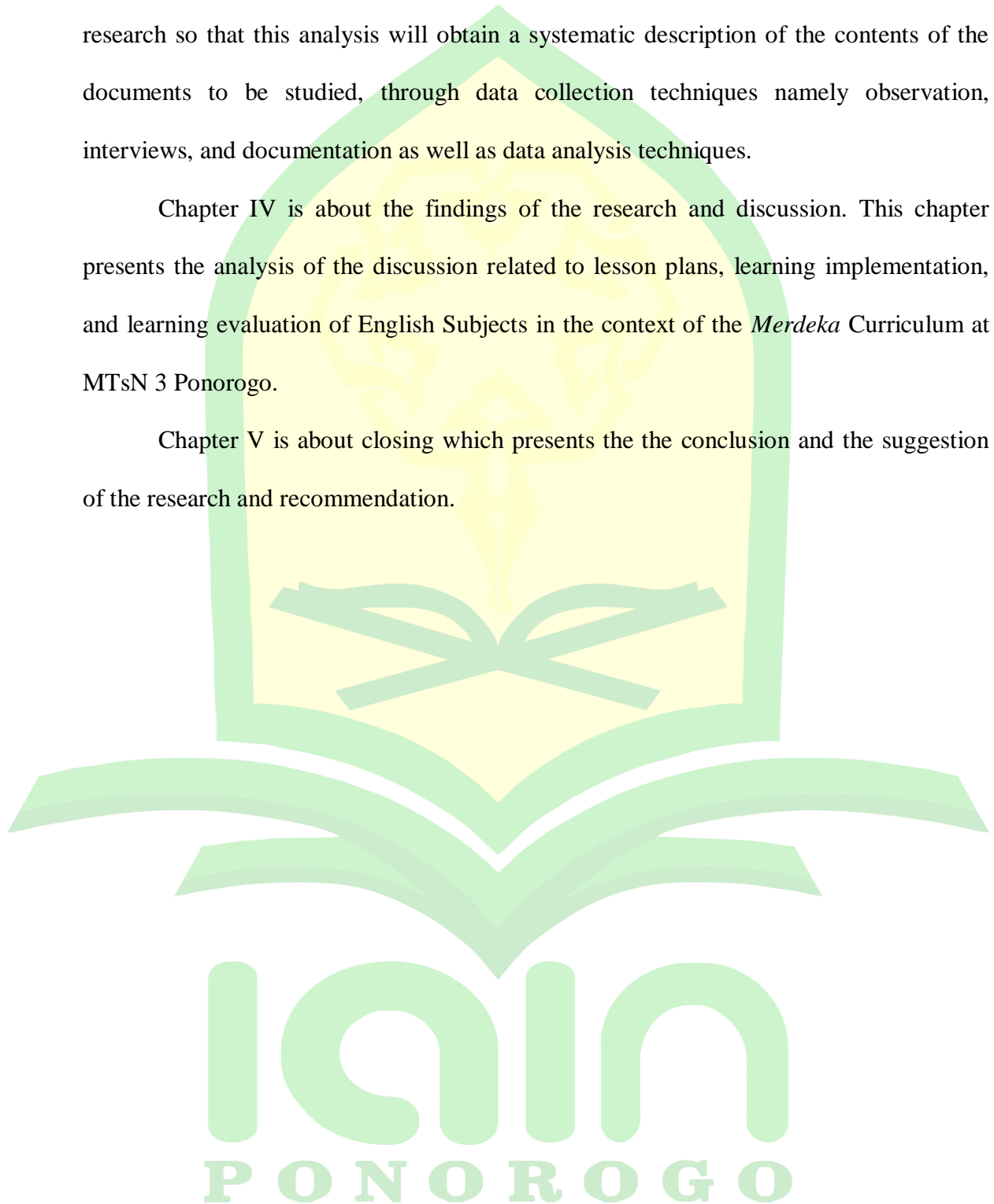
In Chapter II the author describes the concepts related to research problems. Theoretical discussions are the theory of English Teaching-Learning and *Merdeka*

Curriculum. This chapter also discusses research that is relevant to the research problem.

Chapter III is the research methods proposed in this study, namely the type of research and research approach, time, and place of research. This study uses qualitative research so that this analysis will obtain a systematic description of the contents of the documents to be studied, through data collection techniques namely observation, interviews, and documentation as well as data analysis techniques.

Chapter IV is about the findings of the research and discussion. This chapter presents the analysis of the discussion related to lesson plans, learning implementation, and learning evaluation of English Subjects in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo.

Chapter V is about closing which presents the the conclusion and the suggestion of the research and recommendation.



CHAPTER II

LITERATURE OF ENGLISH TEACHING-LEARNING IN THE *MERDEKA* CURRICULUM AND THE REVIEW OF ENGLISH TEACHING- LEARNING RESEARCH

A. Theoretical Background

1. English Teaching-Learning

a. Definition of English Learning

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The Hallmark of teaching a foreign language is that students must acquire the ability to use it as a means of communication and learn to think in that language. To achieve the goal of communication is necessary.

The ability to communicate in a complete sense is the ability to discourse. In English, there are at least 4 skills that we must master to be fluent in English, namely Speaking, Writing, Listening, and Reading.¹² These four skills are used to respond to or create discourse in people's lives. Learning a language will be meaningful for students if what they learn is related to their prior knowledge and experience. From another perspective, language learning must be done by incorporating the ability to think step by step, starting with knowing, understanding, using, analyzing, synthesizing, and evaluating what has been learned. English subjects are therefore aimed at developing these skills so that graduates can communicate and speak in English with a certain level of literacy.

¹²Willyam Wen, *Mengasah Kemampuan Membaca Dan Menulis Bahasa Inggris Praktis*, (Galilee press 2019), 4.

b. Scope of Teaching-Learning

According to Moedjiono and Dimiyati, the scope of the teaching-learning process are students, teachers, learning objectives, material/content, methods, media, and evaluation.¹³

1) Learners

Oemar Hamalik defines students as an input component in the education system, which is then processed in the educational process so that they become quality human beings by the goals of National education.¹⁴ Sinolungan states that the understanding of students is divided into two, namely in the broad and narrow sense. who study at school.¹⁵

From this opinion, it can be concluded that students are individual beings who experience a process of development and growth, physical and psychological changes so that students can think well to become intellectual so that in the future they can become the next generation of the nation.

2) Teacher

A teacher is a person who helps others to acquire knowledge, competencies, or values. Simply put, the teacher is a person who imparts knowledge to students.¹⁶ Teachers in the view of society are people who carry out certain education on the spot, not necessarily in formal educational institutions, but also in mosques, surau, at home, and so on.

From this understanding, I can conclude that an employer is someone who wants to provide a process of change to others. Teaching means continuing and developing science and technology. While the function of the teacher is

¹³ M. Tri, Ariandi, et al, *Pembelajaran Ekonomi Islam Pada Pondok Pesantren*, (Yogyakarta: K-Media 2019), 7.

¹⁴Imam H, Ara H.*The Handbook Of Education Management*, (Jakarta: Kecana 2018), 190.

¹⁵Herlambang Rahmadhani, *Perkembangan Peserta Didik*, (Yogyakarta: Deepublish 2021), 1.

¹⁶Siegfried Freudenfels, *Bubsimouse explains the professions Learn to read books* (BookRix 2020),1.

as a proofreader, information motivator, demonstrator, innovator, facilitator, counselor, and class manager.

3) Learning Objectives

Akhmad Sudrajat on Process Standards It is stated that learning objectives provide clues to select course content, arrange the order of topics, allocating time, guidance in selecting assistive devices teaching and teaching procedures, as well as providing a measure (standard) to measure student achievement. Based on the above opinion it can be stated that the learning objective is a design that focuses on the effort that will be obtained by students after going through the learning process itself.

4) Material

Larning (teaching materials) is knowledge, skills, and attitudes that must be mastered by students to meet the established competency standards. Material learning occupies a very important position in the entire curriculum, which must be implemented for implementatio learning can reach the target. The goal must by Competency Standards and Basic competencies that must be achieved by students. That is, the specified material for learning activities implementing material that supports the achievement of competency standards and basic competencies, as well as indicators of achievement.

5) Method

The term method comes from the Greek "method". This word originates from two words: "meta" means through or through, and "hodos" means way or way. In the Arabic language method, it is called "Thariqat", in the Big Indonesian Dictionary the method is an orderly and well-thought way to achieve a goal so that it is passed through to convey lesson material to achieve teaching goals. According to Hamzah B. Uno, "the learning method

is a method that used by teachers to achieve learning objectives.¹⁷ According to Sudarwan Danim learning method which is commonly used in the teaching and learning process in class is as follows:

a) Lecture Method

Lectures are defined as the process of guiding information by way of explaining or telling a group material orally and at the same time with the material received by a group of subjects.

b) Discussion Method

Discussion is defined as a process that requires material, where the teacher and the subject of the students hold a dialogue together to find ways of solving and absorbing as well analyze one or a particular group of materials.

c) Task Method

Tasks are defined as additional materials that must be fulfilled by students, both inside and outside the classroom.

d) Inquiry Training Method

Inquiry training is defined as a process of preparing conditions so that the subject students are ready to answer the riddle.

e) Field Trip Method

The field trip method is defined as a learning strategy teaching, where the teacher and his students visit a place relevant to gain a certain amount of experience empirical.

¹⁷Bornok Sinaga, et al., *ICoSTA 2021 Proceedings of the 4th International Conference on Science and Technology Applications*, (Medan, 2021), 49.

f) Seminar Method

With seminars, usually wide-open insight, participation dominant subject, but need adequate preparation, such as: topics, preparing working papers, class organization, student grouping ability their individual.

g) Other Teaching Methods

Other teaching methods such as case studies, play roles, social simulation, work in groups, and so on. From the explanation above, it can be seen that in essence the method aims to deliver learning toward a specific goal the ideal quickly and precisely according to what is desired. it is an attempt to simplify or look for the path that best suits the mental development of students in carrying out a study.

6) Media

The word media comes from the Latin *medius* which means middle, intermediary, or introduction.¹⁸ In Arabic, the media is an intermediary or message delivery from the sender to the recipient of the message. Gerlach & Ely said that when broadly understood media is human, material, or events that build conditions that enable students to acquire knowledge, skills, and attitudes. Rossi and Breidle argue that learning media are all tools and materials that can be used for educational purposes such as radio, television, books, newspapers, magazines, and so on.

Based on the understanding of media that has been described above, it can be concluded that learning media is an intermediary that has practical value for conveying messages or subject matter when the lesson takes place to achieve a goal or as a connecting tool where the role of the media here is as a supporting tool for conveying subject matter in class.

¹⁸Syahrul R ,et al.,*Proceedings of the 2nd International Conference on Language, Literature and Education*, (Padang: EAI (European Alliance for Innovation) 2019), 558.

7) Evaluation

Evaluation is making judgments according to a set of agreed and accountable criteria. According to TR Marison, there are three important factors in the evaluation concept, namely judgment, description of the object of assessment, and defensible criteria.¹⁹ According to O. Jones evaluation is an activity designed to weigh program benefits and all government processes. evaluation according to Mohammad can be equated with the interpretation of giving scores and assessments

c. Concept Teaching-Learning

The following is a series of learning preparation :²⁰

- 1) Analyze Learning Outcomes (CP) to develop learning objectives and learning objectives flow

Learning Outcomes (CP) are learning competencies that must be taught by students at each stage of development for each subject in early childhood education units, basic education, and secondary education. Learning outcomes contain a collection of competencies and scope of material that is comprehensively arranged in narrative form. preparing the developmental stages of students planning learning achievements which are divided into age phases.

- 2) Planning and conducting diagnostic assessments

Diagnostic assessment aims to identify the needs, strengths, weaknesses of students. The results are used by educators as a reference in planning learning according to the needs of students. Under certain conditions, information related to family background, learning readiness, learning motivation, student

¹⁹ Ferdinan, *Evaluas Program Pendidikan Islam*, (Solok: Insan Cendekia Mandiri, 2022), 4.

²⁰ Panduan Pembelajaran dan Assesmen, Kemendikbudristek 2021.

interests, and other information can be used as material for consideration in planning lessons.

3) Generate open modules

The development of learning modules aims to develop learning tools that guide educators in carrying out learning. Learning modules that must be developed are essential; interesting, meaningful, and challenging; relevant and contextual; and Iia.

4) Adjustment of learning to the stages of abilities and characteristics of student

Learning the new paradigm is the learner. Therefore, this learning is adapted to the demands and characteristics of students. The scope of learning material is what will be taught by educators in class or what students will learn in class. Furthermore, educators adjust the learning process, adjust the product of learning outcomes, and condition the learning environment.

5) Planning, implementing, and processing formative and summative assessments

In planning and carrying out the assessment, there are five assessment principles to consider. The first principle is assessment as an integrated part of the learning process, facilitating learning, and providing holistic information as feedback. The second is an assessment that is designed and carried out in accordance with the function of the assessment with the discretion to determine the technique and timing of the assessment. Third, the assessment is designed in a fair, proportional, valid and reliable manner. The four reports on learning progress and student efforts are simple and informative. Finally, the results of the assessment are used by students, educators, educational staff, and parents.

6) Reporting on learning progress

An effective form of reporting on learning outcomes is reporting that involves parents of students, students and educators as partners; reflect on the values espoused by the school; thorough, honest, fair and accountable; clear and easily understood by all parties.

7) Learning evaluation and assessment

Lessons and assessments that have been carried out are then evaluated. Educators carry out learning reflections and assessments on each teaching module. After that educators identify what has worked and what needs to be improved. By identifying this, the teaching module can be reappeared.

d. Learning module/RPP

Planned learning requires a variety of theories to design such that the lesson plans created can actually meet expectations and learning goals.²¹ In the learning process, all educators in apprenticeships should ensure that learning is interactive, motivates students to actively participate, and allows competence-appropriate initiative, creativity, and sufficient room for independence. A complete and systematic lesson plan should be developed in a sensible way. , interests, and physical and mental student development. Teaching modules are learning devices or learning designs that are based on the applied curriculum with the aim of achieving predetermined competency standards.²² Teaching modules have a major role to support teachers in designing learning.²³ In general, the teaching module has the following components:²⁴

²¹Setiadi C. P., & Ahmad M. N., *Perencanaan Pembelajaran* (Malang: Ahli Media Press, 2021), 26.

²²Nurdyansyah, N. *Pengembangan Bahan Ajar Modul Ilmu Pengetahuan Alam Bagi Siswa Kelas IV Sekolah Dasar*. Universitas Muhammadiyah Sidoarjo. 2018

²³Nesri, F. D. P., & Kristanto, Y. D. *Pengembangan Modul Ajar Berbantuan Teknologi Untuk Mengembangkan Kecakapan Abad 21 Siswa*. AKSIOMA: Jurnal Program Studi Pendidikan Matematika 2020, 480-492.

²⁴Sulistyaning Kartkawati, *Pengenalan Lapangan Perseklahan* (Magetan: AE Media Grafika, 2018), 23.

1) General information

The general information component consists of: Author identity module, Initial competence, Pancasila Student Profile, Facilities and infrastructure, Target students, Learning model used.

2) Core Components

The core components of the teaching module are as follows: Learning objectives, Assessment, meaningful understanding, Trigger questions, Learning activities, Reflection of students and educators.

3) The attachments

In the attachments are student worksheets, enrichment and remedial, educator and student reading materials, bibliography.

e. Evaluation of English Teaching Learning

Evaluation is making judgments based on an agreed and accountable set of limits. According to TR Marison, there are three important factors in the evaluation concept, namely judgment, description of the object of assessment, and responsible criteria (defensible criteria).²⁵ The term curriculum evaluation is therefore the application of scientific methods to collect valid and reliable data to make decisions about current or implemented curriculum. Alternatively, curriculum evaluation is the act of managing, assuring, and determining the quality of a curriculum based on certain considerations and criteria, as a form of curriculum developer's responsibility related to determining the effectiveness of the curriculum.

1) Setting Success Criteria

²⁵Ferdinan, Evaluasi Program Pendidikan Islam Solok: Insan Cendekia Mandiri 2022, h.4

The learning process involves two subjects, namely teachers and students which will produce a change in students as a result of learning activities. The importance of the role of motivation in the learning process needs to be understood by the teacher so that he can take various forms of action or assistance to students.²⁶ Changes that occur to students as a result of learning activities are non-physical in nature such as changes in attitudes, knowledge, and skills.

The successful implementation in the formation of the competence and character of students can be seen in terms of process and in terms of results. In terms of process, process formation, competency and character formation are said to be successful and of good quality if all or at least most (75%) students are actively involved, both physically, mentally and socially in the learning process, in addition to showing high enthusiasm for learning, high school spirit, great enthusiasm for learning, and self-confidence. Meanwhile, in terms of results, the process of forming competence and character is said to be successful if there is a positive change in behavior in all or at least most of the students (75%). Furthermore, the formation of competence and character is said to be successful and of good quality if the input is evenly distributed, produces a lot of output and is of high quality, and is in accordance with the needs, development of society and development.

2) Evaluation purposes

Each teaching evaluation activity cannot be separated from the teaching objectives to be achieved. Without determining or formulating goals in advance, it is impossible to assess the extent to which student learning outcomes are achieved. This is because each assessment activity requires

²⁶Mohamad Yudiyanto, Revitalisasi Peran Ekstrakurikuler Keagamaan di Sekolah, (Sukabumi: Farha Pustaka 2021), h. 31

certain criteria as a reference in determining the object being assessed. Ratna Wulan and Rusdiana, classify learning evaluation objectives into general objectives and specific objectives with a more detailed description as follows:²⁷

a) General Purpose

General Purpose of Educational Evaluation In general, evaluation is one of a series of activities in improving the quality, performance, productivity, learning outcomes that have been taken by students.

b) Specific Purpose

Educational Evaluation In particular, in Gronlund's opinion above, evaluation has specific objectives, namely; 1) To provide clarification about the nature of learning outcomes that have been implemented; 2) Provide information about the achievement of short-term goals that have been implemented; 3) Provide learning, input for progress; 4) Provide information about difficulties in learning and to choose learning experiences in the future. In principle, the purpose of educational evaluation is to see and know the processes that occur in the learning process

3) Evaluation function

After reviewing the purpose of conducting a learning evaluation, then the writer will examine the function of learning evaluation. Sudijono, positions the educational evaluation function, into two functions, namely; general functions and special functions, the description of the two functions is as follows:²⁸

a) General Functions

²⁷Muhammad Hasan, dkk. Evaluasi Pembelajaran., (Bandung : CV Media Sains Indonesia 2021), h 25

²⁸Ibid, h. 28

In general, Sudijono describes three main functions, namely: measure progress; plan preparation support; and repair or make improvements again.

b) Specific function

Still according to Sudojono, then there is a special evaluation function, namely:

1) Psychological Aspect

Evaluation activities seen from a psychological perspective in the world of education in schools can be highlighted from two sides, namely the students' side, and the educator's side. For students, educational evaluation psychologically will provide guidance or inner guidance for them to recognize their respective capacities and status in the midst of their group or class.

2) Didactic side

Educational evaluation especially didactic learning evaluation functions to provide encouragement (motivation) to them to be able to improve, increase, and maintain their achievements.

3) Evaluation functions Selectively

By conducting an evaluation the teacher has a way to make a selection of his students. The selection itself has various purposes, among others; 1) To select students who can be accepted in certain schools; 2) To select students who can go up to the next class or level; 3) To select students who should receive a scholarship; 4) To select students who have the right to leave school and so on.

4) Evaluation of Diagnostic Function

If the tools used in the evaluation meet the requirements, then by looking at the results, the teacher will know the student's weaknesses. In addition, the reasons for the weakness are also known.

5) Evaluation serves as Placement

The new system that is now widely popularized in the West is a self-study system. Self-study can be done by studying a study package, whether it is in the form of a module or another study package. The reason for the emergence of this system is the great recognition of individual abilities.

2. *Merdeka Curriculum*

a. Definition of *Merdeka Curriculum*

The curriculum comes from the Greek, namely *curir* which means running and *currere* which means a place to race. Literally the curriculum comes from the Latin *curruculate* which means teaching material. There is also a *courier* in French which means to run. Then the term is used for a number of courses that must be taken to achieve a degree or diploma. According to Saylor and Alexander, the curriculum is defined as 'the curriculum is the total sum of the school's efforts to influence learning whether in the classroom, on the playground, or out of school.'²⁹This demonstrates that curriculum refers to all efforts made to encourage children to learn. The Minister of Education, Culture, Research and Technology, Nadiem Makarim, launched a breakthrough for 2022, namely the *Merdeka Curriculum*.³⁰ The concept of *Merdeka Learning* was based on four things which included; 1) *Merdeka* National Standardized School Examination (USBN), 2) National Examination (UN) officially canceled in 2020, 3) Simplified

²⁹Saifuddin, Sa'ronih Amin, *Manajemen Lembaga Pendidikan Islam*, (Tangerang: Media Sains Indonesia, 2023), 4.

³⁰Eva Nur H., *Inovasi Pembelajaran Merdeka Belajar: Merdeka Belajar*, (Bandun: Media Sains Indonesia, 2022), 7.

Learning Implementation Plan (RPP), 4) Zoning Regulations for Admission of New Students (PPDB). The essence of the *Merdeka* Curriculum is Freedom to Learn.

According to Skinner, the notion of learning is a process of adaptation or adjustment of behavior that applies progressively. according to C. T. Morgan, the notion of learning is a relative change in determining behavior as a result or result of past experience. WS Winkel in his book *Teaching Psychology*, according to him, the concept of learning is a mental/psychological activity that takes place in positive interaction with the environment, leading to changes in knowledge, understanding, skills, and attitudes, also lasts for a long time.³¹ While *Merdeka* Learning in the perspective of Carl Rogers refers to 5 elements including: (1) active involvement of students, (2) self-initiative, (3) meaningful learning, (4) evaluating learning, and (5) the essentials of learning. On the other hand, Elaine B. Johnson's perspective on *Merdeka* Learning refers to 3 principles: (1) dependence, (2) self-regulation, (2) differentiation. Other perspectives such as Mezirow *Merdeka* Learning refer to learning new frames of reference for thinking, changing perspectives, changing habits, and elaborating current ways of thinking.

b. *Merdeka* Curriculum Policy

Curriculum is the core of education and influences all educational activities. Given the importance of curriculum to education and human life, curriculum development is not haphazard. Curriculum development requires a solid foundation based on rigorous thought and research. Curriculum plays a central role in the entire educational process. Curriculum provides direction for all forms of educational action to achieve educational goals.

³¹Widodo Winarso, "Assessing The Readiness of Student Learning Activity and Learning Outcome," *Jurnal Pencerahan*, Vol. 10, No. 2, (2016), 83.

1) Legal Basis

There are at least four legal products that become the basis for changes to become a *Merdeka* Curriculum, namely:³²

a) Permendikbudristek No. 5 of 2022.

Explains Graduate Competency Standards in Early Childhood Education, Elementary Education, and Secondary Education. Graduate competency standards are the minimum criteria regarding the unity of attitudes, skills and knowledge that show the achievement of students' abilities from their learning outcomes at the end of the education level. SKL is the reference for the 2013 Curriculum, the Emergency Curriculum, and the *Merdeka* Curriculum.

b) Permendikbudristek No. 7 of 2022.

This describes the Content Standards in Early Childhood Education, Elementary Education, and Secondary Education. Content Standards are developed through the formulation of the scope of material that is in accordance with the competence of graduates. The scope of the material is study material in content. learning formulated based on: 1) mandatory content in accordance with the provisions of laws and regulations; 2) scientific concept; and 3) track, level, and type of education. The Content Standards are the reference for the 2013 Curriculum, the Emergency Curriculum, and the *Merdeka* Curriculum.

c) Kepmendikbudristek No. 56 of 2022.

Explains the Guidelines for Implementing the Curriculum in the Framework of Learning Recovery. Contains 3 curriculum options that can be used in educational units in the context of learning recovery along with

³²Zaki Mubarak, *Design Kurikulum Merdeka Belajar Untuk Revolusi Industri 4.0 Dan Society 5.0*, (Tasikmalaya: Pustaka Turats Press, 2022), 4.

the structure of the *Merdeka* Curriculum, rules related to learning and assessment, and teacher workload. 4. Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 which describes Learning Achievements in Early Childhood Education, Basic Education Levels, and Secondary Education in the *Merdeka* Curriculum. Contains Learning Achievements for all levels and subjects in the structure of the *Merdeka* Curriculum, Decree of the Head of BSKAP No.009/H/KR/2022 Year 2022 which explains the Dimensions, Elements and Sub Elements of the Pancasila Student Profile in the *Merdeka* Curriculum. Contains explanations and stages of developing Pancasila student profiles that can be used especially for projects to strengthen Pancasila student profiles.

c. Element of English Learning for Junior high school

The Competency Standards for Madrasah Tsanawiyah Graduates or Junior High School are consists of two phases, namely Phase D and E. Phase D is for class VII and class VIII, while phase E is for class IX. The component of cometeny of phase D are:

1) Viewing

The ability to understand, use, and reflect on visual text according to its purpose and importance in descriptive text, procedural text, and short messages.

2) Listening

The processes that occur in listening include activities such as listening, identifying, understanding, interpreting the sounds of language, then understanding meaning. Using communication nonverbal which includes how well a person captures the meaning (implied and explicit) of an oral presentation and understands the main and supporting ideas in the

information content and the context underlying the exposure.

3) Reading

The ability to understand, use, and reflect on texts according to their goals and interests, to develop one's knowledge and potential so that one can participate in society.

4) Speaking

The ability to convey ideas, thoughts, and feelings orally in social interactions.

5) Writing

The ability to convey, communicate ideas, express creativity, and create in various genres of written text, effectively and understandably, and is of interest to readers with the right organizational structure and linguistic elements.

6) Presenting

Ability to present ideas fluently, accurately, and accountably in a communicative manner through various media (visual, digital, and audio-visual), and understandable to listeners. Delivery in speaking and presenting needs to be arranged and developed according to the needs or characteristics of the listeners.

B. Review of English Teaching-Learning Research

There is previous studies related in this research. There are some previous research findings in this research. First, previous research finding that is conducted by Berlinda Galuh P., with the title "Implementation of *Merdeka* Curriculum and *Merdeka* Campus in the Perspective of Constructivism Theory". This both of the study relates to the process of implementing the *Merdeka* curriculum with a qualitative descriptive research method. The same researcher studied the implementation of the *Merdeka* Curriculum, the

difference from this research is the research focus. This research will focus on the implementation process of the *Merdeka* curriculum for English subjects for students. The research conducted by Berlinda is focused on implementation, constraints and solutions to the *Merdeka* curriculum for students.³³

Second, previous research finding that is conducted by Susetyo, with the title “Problems of Implementing the *Merdeka* Learning Curriculum for The Indonesian Language Education Study Program”. Both of these studies study the *Merdeka* curriculum in educational programs. Susetyo's research focuses on issues arising between national regulations and implemented policies. To allow the research conducted by Susetyo to be used as a reference for data and information related to *Merdeka's* curriculum.³⁴

Third, previous research finding that is conducted by Ineu Sumarsih, with the title “An Analysis of the Implementation of the *Merdeka* Curriculum in Primary Schools”. Both of the study examines the *Merdeka* Curriculum as a reference for the implementation of certain levels of educational programs. The research was carried out using a phenomenological approach while the research to be carried out by the authors used a field approach. Another difference is regarding the research focus and research variables that produce how the quality of students resulting from the implementation of the *Merdeka* curriculum is positive and significant between the communication of the school principal and teacher performance.³⁵

Fourth, previous research finding that is conducted by Muhammad Rusli Baharuddin, by the title “Adaptation of the *Merdeka* Campus Learning Curriculum (Focus: Study

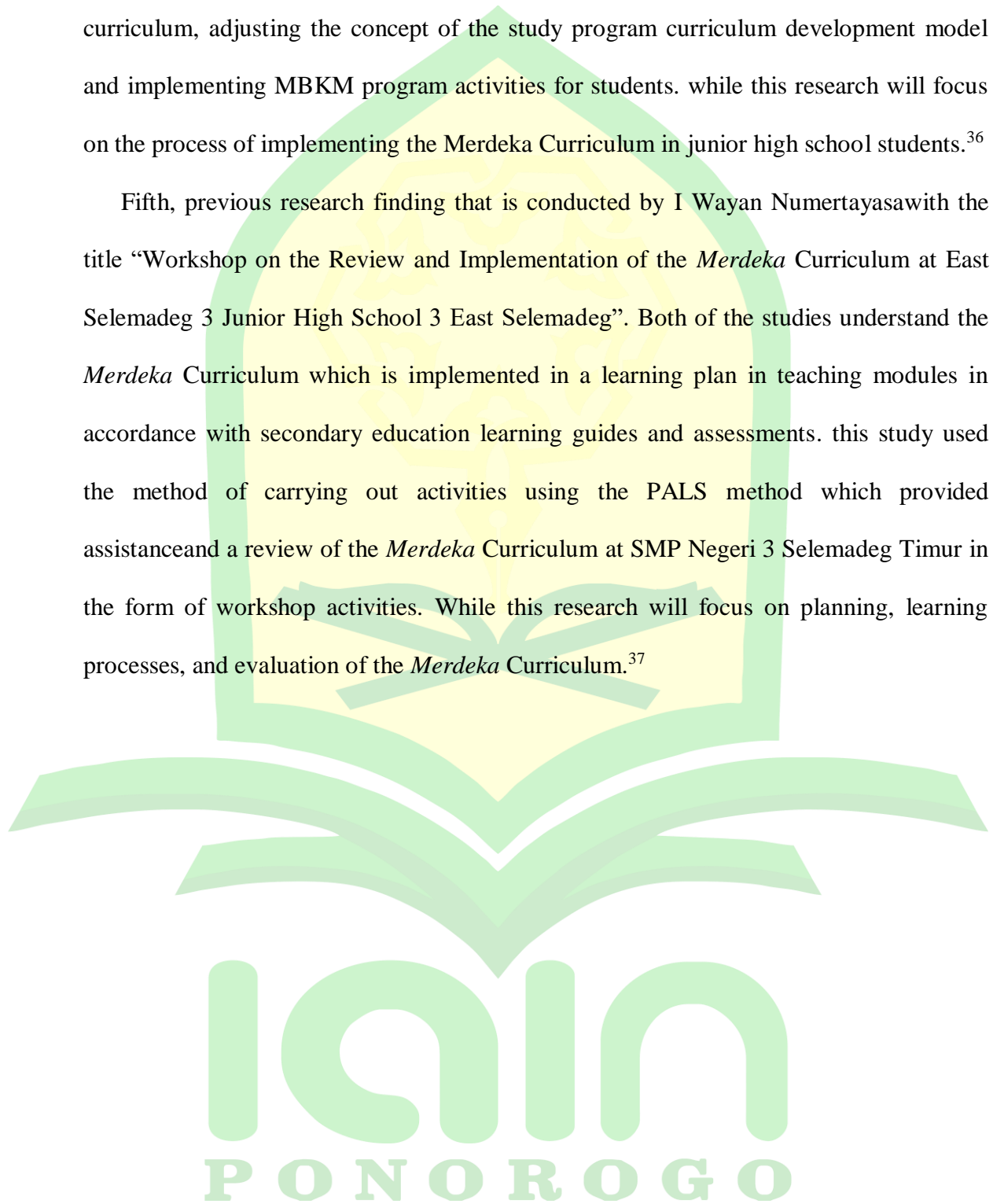
³³Berlinda Galuh P., “Implementation of Merdeka Curriculum and Merdeka Campus in the Perspective of Constructivism Theory.” Master of Pedagogy Study Program, University of Muhammadiyah Malang. 2022. <https://eprints.umm.ac.id/85143/> (accessed on 5th of January, 2023 at 9.00 am)

³⁴Susetyo, “Problems of Implementing the Independent Learning Curriculum for the Indonesian Language Education Study Program,” Indonesian Language Education Study Program, FKIP University of Bengkulu. 2020. <https://ejournal.unib.ac.id/semiba/article/view/13358> (accessed on 5th of January, 2023 at 10.00 am)

³⁵Ineu Sumarsih, et al., “An Analysis of the Implementation of the Independent Curriculum in Primary Schools.” University of Education Indonesia. 2022. <https://jbasic.org/index.php/basicedu/article/view/3216> (accessed on 5th of January, 2023 at 11.30 am)

MBKM Model Program)”.The similarity of this research is to explain the process of implementing the *Merdeka* Curriculum in educational units. Rusli's research is a literature study on the adaptation of *Merdeka* Campus learning into the study program curriculum, adjusting the concept of the study program curriculum development model and implementing MBKM program activities for students. while this research will focus on the process of implementing the *Merdeka* Curriculum in junior high school students.³⁶

Fifth, previous research finding that is conducted by I Wayan Numertayasawith the title “Workshop on the Review and Implementation of the *Merdeka* Curriculum at East Selemadeg 3 Junior High School 3 East Selemadeg”. Both of the studies understand the *Merdeka* Curriculum which is implemented in a learning plan in teaching modules in accordance with secondary education learning guides and assessments. this study used the method of carrying out activities using the PALS method which provided assistanceand a review of the *Merdeka* Curriculum at SMP Negeri 3 Selemadeg Timur in the form of workshop activities. While this research will focus on planning, learning processes, and evaluation of the *Merdeka* Curriculum.³⁷



³⁶Muhammad Rusli Baharuddin, “Adaptation of the Independent Campus Learning Curriculum (Focus: Study Program MBKM Model),” Palopo University,2021. <https://e-journal.my.id/jsgp/article/view/591> (accessed on 5th of January, 2023 at 03.30 pm)

³⁷I Wayan N., et al. “Workshop and Review of the Implementation of the Independent Curriculum at SMP Negeri 3 Selemadeg Timur,” Madaniya.202. <https://doi.org/10.53696/27214834.236> (accessed on 5th of January, 2023 at 04.30 pm)

CHAPTER III

RESEARCH METHODS

A. Research Design

1. Research approach

The approach used in this research is a descriptive approach. this research is in the form of research with a descriptive approach that seeks to describe a symptom, event, event that is happening at the present time.

2. Types of research

The title of this type of research includes field research in qualitative form. The researcher will describing and analyzing phenomena, events, social activities, attitudes, and thoughts of individuals and groups of people. It is analyzed to obtain a systematic overview of the content of the document under study.

B. Researcher's Role

The technique used in this study uses purposive addition, namely a method for determining research samples with specific considerations to make the data obtained more representative. in order to facilitate research, the authors determine the properties and characteristics used in this study. The sample will be used by researchers English teachers at MTsN 3 Ponorogo. This source was chosen as an informant because it has closeness to the problem under study.

C. Research Settings

This research was conducted in one of the educational institutions, namely MTsN 3 Ponorogo, located in the Babadan sub-district, Ponorogo Regency. The selection of this research location was based on the consideration that MTsN 3 Ponorogo is a school that implements an Merdeka curriculum, this research was carried out during teaching and learning activities taking place in semester 2 of the 2022/2023 academic year.

D. Data sources

Collecting research data in the form of information related to the implementation of the Merdeka Curriculum in the process of learning English activities at MTsN 3 Ponorogo. The information on various data sources that will be used in this research is as follows:

1. Primary Data

Primary data is data obtained directly from the sources used in this study. The sources of data obtained are as follows: a) Lesson Plans; b) Syllabus; c) Merdeka curriculum policy. The source was chosen because it has the proximity of the problem to be studied.

2. Secondary Data

Secondary data for this research is data that does not come directly from the source. This data is a complement to support basic data in the form of vision, mission, history at MTsN 3 Ponorogo.

E. Data Collection Technique

This study uses qualitative descriptive research. So, to obtain field data the author uses several techniques as follows:

1. Observations

These activities relate to the teacher's guidance during learning, and the principal gives instructions or matters related to the process of other learning activities. In this technique, the researcher participates in the interactions of the subjects and systematically collecting data from the required data.

2. Interviews

A face-to-face interview is an interview that takes place directly between the interviewer and the respondent, without an intermediary. This interview was conducted by researchers to find out more in-depth matters from respondents,

including teaching module plans and the results of learning assessments made by teachers. The interviews that researchers use are unstructured interviews, namely free interviews so that researchers do not use systematic interview guidelines, only outline the problems that will be stated and in this study the authors use interviews to obtain data about school conditions and obtain information about the implementation of English Subject in the context of the *Merdeka* Curriculum. at MTsN 3 Ponorogo.

3. Documentation

The documentation that researchers collect is lesson plans, or supporting media in learning activities and photos, as well as the results of the learning assessment made by the teacher.

F. Data Analysis

The researcher was carried out analysis through the activities of examining data, organizing, dividing into manageable units, synthesizing, looking for patterns, finding what is meaningful, and what the researcher will research and decide to report systematically.

1. Data Reduction

Researchers collected all research results in the form of interviews, photographs, school documents, and other key notes related to the process of learning activities in *Merdeka* Curriculum implementation. Researchers then selected key data and brought them together in a systematic and straightforward manner.

2. Data Display

Once the data has been reduced, the next step is to display or present the data. Viewing or presenting data makes it easier to understand what happened and to plan future work based on that understanding. Simplified data are presented by narrative in the form of narrative data disclosure. Preliminary conclusions are therefore obtained in the form of research results, namely in the form of the implementation of

3. Conclusion (Verification)

The data analysis technique used is an interactive method, namely between the data collection process and data reduction (data compilation in a pattern). Drawing conclusions must always be based on all the data obtained in research activities. In other words, drawing conclusions must be based on data, not on the wishes or wishes of the researcher.

G. Data Validity Test

Determining the validity of data requires a research methodology based on a specific set of criteria. Qualitative research that tests the validity of the data so that it is valid and descriptive. Collected responses, researchers used triangulation techniques. The triangulation technique is divided into three, namely: (1) Source triangulation is carried out by searching for data from various sources that are still related to one another, (2) Technical triangulation is carried out using various techniques to reveal data carried out to data sources, and (3) Time triangulation is done by collecting data at different times.

The triangulation used in this research is source triangulation, technique triangulation, and time triangulation. Source triangulation was carried out by checking information/data obtained through interviews with informants. Then the data was asked to other informants who were still related to one another. The use of this triangulation method is done to get a clearer answer. Technical triangulation was carried out by researchers to check information/data between interview results and documents. In this time triangulation, the researcher considers the time of data collection. This can be day, hour, postprandial hour, morning, afternoon, etc. This is because informants have the opportunity to be more relaxed and direct when answering interview questions. Therefore, the validity of the data can be verified by methods such as test observations and interviews under different times and conditions. Between one informant and another,

the researchers also took into account the availability of time between these informants and recorded it at different time periods.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. General Profile of MTsN 3 Ponorogo

1. History of MTsN 3 Ponorogo

Madrasah Tsanawiyah is a formal educational institution. Like the Madrasah Tsanawiyah Negeri 3 Ponorogo which is located in Ngunut Village, Babadan District, Ponorogo Regency, East Java Province. Precisely at Letjend S Sukowati Street, 90 Ngunut Babadan Ponorogo.³⁸

Initially, Madrasah Tsanawiyah Negeri 3 Ponorogo was named Madrasah Tsanawiyah Negeri Ngunut from Filial Madrasah Negeri Ponorogo. In 1993 it became a full State Madrasah Tsanawiyah by Decree of the Minister of Religion of the Republic of Indonesia Number 244 of 1993. At the beginning of the New Academic Year, 120 students were enrolled. This institution is developing well as the community's response improves. In its 3rd year, this Madrasa has built 3 Study Rooms, 1 Office Room, 1 Teacher Room, and other facilities including a sports field. Even though it can be said that it has not been significant in obtaining achievements, there are several awards for this Madrasah, as evidence of the Madrasah involvement in participating in various activities.³⁹

In the 1994/1995 school year, the Ngunut State Madrasah Tsanawiyah received land and building assistance in a location not far from the old building. Finally, for the effectiveness of learning, since 1998 it has been agreed that all learning activities will be focused on a new location which is 200 meters to the north of the old building. In order to provide sufficient infrastructure to support education and meet the learning completeness target, Madrasah Tsanawiyah Negeri 3 Ponorogo through

³⁸Observation on January,16 2023

³⁹<https://mtsn3po.sch.id/> (accessed on January, 17 2023 at 10.00 am)

self-help funds/committees and the government through the State Budget, until now has several educational infrastructure including language laboratories, mosques, computer laboratories, library rooms, Science Laboratory, Multimedia Room.⁴⁰

The hope of Madrasah Tsanawiyah Negeri 3 Ponorogo is to be able to develop itself by taking innovative steps so that it becomes a superior Madrasah and will continue to earn the trust of the community. Over time, by the Decree of the Minister of Religion, Number 670 of 2016 concerning Changes to the Name of Madrasahs, the Ngunut State Madrasah Tsanawiyah changed to the 3 Ponorogo State Tsanawiyah Madrasah.⁴¹

2. Visions, Missions, and Objectives of the Madrasah

MTsN 3 Ponorogo, also known as MTs Ngunut Ponorogo, is one of the favorite secondary schools in Ponorogo. To realize educational goals, MTsN 3 Ponorogo certainly has a vision and mission that is different from other schools, along with the vision, mission, and objectives of the MTsN Ponorogo institution:

a. Vision

"Realizing MTsN 3 Ponorogo to excel in IMTAQ and science and technology and care for the environment".⁴²

b. Mission

Referring to the school's vision, as well as the general goals of basic education, the school's mission in developing this education is as follows: 1) Increasing faith and piety to God Almighty through cultivating good manners and religious activity programs; 2) Realizing curriculum development which includes 8 educational standards; 3) Realizing the implementation of Active, Innovative, Creative, Effective, and fun learning with a SCIENTIFIC approach; 4) Improving Academic and Non-Academic achievements; 5) Improving the attitude of

⁴⁰<https://mtsn3po.sch.id/> (accessed on January 17, 2023 at 10.00 am)

⁴¹<https://mtsn3po.sch.id/> (accessed on January 25, 2023 at 10.00 am)

⁴²<https://mtsn3po.sch.id/> (accessed on January 25, 2023 at 11.00 am)

honesty, discipline, caring, courtesy, and confidence in interacting with the social and natural environment; 6) Realizing learning and self-development that is integrated with Environmental Education and P4GN (Prevention, Eradication, Abuse, and Illicit Drug Trafficking); 7) Realizing the character of Madrasah residents who are virtuous, clean from drugs, and concerned about the preservation of environmental functions; 8) Realizing clean, beautiful, and comfortable Madrasah environmental conditions to prevent environmental pollution and damage by implementing Environmental Education (PLH).⁴³

c. Objective

The objectives of MTsN 3 Ponorogo in developing education are as follows;

1) Improving the quality of Islamic religious attitudes and practices of Madrasa residents; 2) Increased awareness of Madrasa residents for the cleanliness and beauty of the Madrasah environment; 3) Improving the quality and quantity of facilities/infrastructure and facilities that support the increase in academic and non-academic achievements; 4) Increasing student test scores from existing standards; 5) Development of students' interests, talents, and abilities in Arabic and English; 6) Have an Arts Team that can perform at least at District level events.⁴⁴

B. Research Finding

1. The Lesson Plan of English Subjects in The Context of *Merdeka* Curriculum at MTsN 3 Ponorogo

Researchers conducted observations and interviews at MTsN 3 Ponorogo to determine learning. In the *Merdeka* Curriculum, there is a process of designing the process of learning activities, namely understanding learning outcomes, compiling learning objectives, compiling learning objectives and designing learning. Teaching

⁴³<https://mtsn3po.sch.id/> (accessed on January 25, 2023 at 11.00 am)

⁴⁴<https://mtsn3po.sch.id/> (accessed on January 25, 2023 at 11.00 am)

module planning is supported by KMA No. 347/2022 concerning Guidelines for Implementation of the *Merdeka* Curriculum.⁴⁵ The lesson plan include initial competence, *Pancasila* Student Profile, facilities and infrastructure, target students, learning model used, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, reflection of students and educators, student worksheets, enrichment and remedial, educator and student reading materials, bibliography. The learning devices used by teachers are as follows:⁴⁶

- a. The annual program or Prota is a plan for determining the time allocation for one year of learning to achieve Core Competencies, the basic competencies in the curriculum.
- b. The semester program is an elaboration of Prota. The semester program contains outlines of things to be implemented and achieved in the semester. The steps taken to compile the semester program carried out by the teacher are calculating the number of effective study days and distributing the required time allocation
- c. The learning achievement (CP) of the independent curriculum is the renewal of Core Competencies and Basic Competencies which are designed to strengthen the focus of learning on competency development.
- d. Teaching Module is one type of teaching device that contains a learning implementation plan, to help direct the learning process to achieve Learning Outcomes (CP).

In phase D or seventh grade, all material and learning activities in each phase are designed to meet the needs of students, both those who have not yet received English lessons and those who have previously described them. Learning materials and activities that focus on descriptive text, namely the availability of descriptive text in

⁴⁵<https://mtsn3po.sch.id/> (accessed on January 25, 2023 at 11.00 am)

⁴⁶Look at Dokument Transcript Number I/A/2023

the form of my class schedule, my online class, and my study habits.⁴⁷

Thus, knowledge competence is supported by planning in diagnosing it. In learning about my school activities, Mrs. Misirah, S. Pd revealed:

In the oral and written form, the teacher determines the material according to the achievement of phase D learning, namely descriptive text which refers to KI 3. The types of text include the text of my class schedule, my online class, and my study habits that will teach according to the conditions in the class.⁴⁸

The contents are understanding factual, conceptual, and procedural knowledge about social functions, meaning structures, and linguistic elements of various texts with national, national, state, and civilization insights related to visible phenomena and events. These core competencies are merged with the basic competencies contained in independent learning achievements, namely in descriptive texts, procedures, and short messages, students can use spoken, written, and visual texts in English to interact and communicate in various contexts in formal and informal situations.⁴⁹

Based on field observations, in planning my school activities learning, it is necessary to strengthen the student understanding. Text-based learning is carried out with text types that are recognized by students. The teacher chooses the type of descriptive text based on the school context and the context at home experienced by students.⁵⁰

In constructing materials based on curiosity about science, technology, art, and culture related to phenomena and events visible, Elements of seventh grade learning outcomes in semester of two in the realm of understanding refer to the Viewing Element of *Merdeka* learning. The Viewing Element is the ability to understand, use, and reflect on visual text according to its purpose and importance in descriptive text. This is stated in the learning objectives, namely the student should be able to talk

⁴⁷Observation on January 23, 2023

⁴⁸Look at Interview Transcript Number 1A/2023

⁴⁹Document of The Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

⁵⁰Observation on January 23, 2023

about the class schedule and school subject, talk about online learning tips and describe one's study habits.⁵¹

So, in strengthening of descriptive text about my school activities in grade 7, this must be strengthened in various forms of text. As Mrs. Misirah, S.Pd. said:

From the text descriptive in my school activities refer to the Viewing Element of Merdeka learning. Student learn about my class schedule students can talk about class schedules and their subjects. In the text about my online class, students can talk about online study tips. While the text about my study habit, students can describe their study habits. This is to help students develop understanding so that students can produce works in this type of text both orally and in writing.⁵²

Materials and learning activities are presented and adapted to suit student achievements. The achievement of learning English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), a determination of various levels of proficiency presented through various kinds of texts such as visual, audio, and written texts.⁵³ As said of Mrs. Misirah, S.Pd.:

Following the knowledge of phase D, namely focusing on descriptive text, the Learning Outcomes of English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), a determination of various levels of proficiency. These skills which refers to KI 4, namely speaking, listening, reading, and writing are sought to be able to talk about class schedules and school subjects, students can talk about online learning tips and students can describe their learning abilities.⁵⁴

Learning English is the skill of capturing meaning and critically compiling spoken and written texts through speaking, listening, reading, and writing about what is learned at school and other similar sources. These competencies are merged into learning outcomes in Teaching Module.⁵⁵

It should be emphasized that although knowledge and skills can be mastered by students at MTsN 3 Ponorogo, it is also necessary to pay attention to the competence

⁵¹Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

⁵²Look at Interview Trascript Number 1B/2023

⁵³Observation on January 23, 2023

⁵⁴Look at Interview Trascript Number 1C/2023

⁵⁵Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

of their attitude in increasing faith and piety to God Almighty through cultivating good character and religious activity which refers to *senyum, sapa, salam, sopan, dan santun* as a slogan of this madrasah. In this case, the teacher designs learning by paying attention to the profile of *Pancasila* students with global diversity, cooperation, independence, and critical and creative reasoning as a result of learning.⁵⁶ Mrs. Misirah, S.Pd said:

From each lesson, it is hoped that students can realize *Merdeka* Learning, in line with vision, mission, and objective of madrasah namely becoming independent and confident users of English through various learning activities on my school activities material to interact and communicate in a variety of contexts and situations both formal and informal which refers to *senyum, sapa, salam, sopan, dan santun*.⁵⁷

As for the contents of competency, the teachings of the religion they adhere to English-speaking behavior. This is align with The Presenting Component of the *Merdeka*-learning element namely, the ability to present ideas fluently, accurately, and accountably in a communicative way and can be understood by listeners by behaving in English that reflects the attitude of a believer, has a noble character, knowledgeable, confident, honest, and responsible in interacting effectively with the social environment and nature within reach of association and existence.⁵⁸

2. The Implementation for of English Subjects in The Context of *Merdeka* Curriculum at MTsN 3 Ponorogo

The Implementation of English Subject in the *Merdeka* Curriculum at MTsN 3 Ponorogo, English teachers are still based on manuals originating from the center whose contents still refer to the flow of learning objectives in the curriculum that has been determined by embodying it in the teaching modules.

The teacher uses discussion, presentation, and lecture methods In the implementation of my school activity learning, the teacher builds knowledge in the

⁵⁶Observation on January 23, 2023

⁵⁷Look at Interview Trascript Number 1D/2023

⁵⁸Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

context of my class schedule, my online class, and my study habits.⁵⁹ Each unit begins with activities to explore the knowledge that students already have before it is related to the topic to be studied namely say what you know. As well as the teacher uses alternative learning resources found in the surrounding environment and adapted to the themes discussed are included in the teacher's teaching module.⁶⁰

As the results of an interview with the English teacher Mrs. Misirah S.Pd. in descriptive text about my class schedule, revealed that: "In classroom learning the teacher builds knowledge of my school activities by using lecture methods. This is done in all types of text, namely my class schedule, students are asked to write the name of the subject in English."⁶¹

In the my school activities materials, there is my online class learning. For students to achieve competence, teachers need to build knowledge in learning my online class. As said by Mrs. Misirah, S.Pd.: "Descriptive text about my online class, the teachers presents the use of the expression in the form of modal verbs, namely could you and can you with vocabulary from online learning activities."⁶²

Besides that, in learning about my school activities, there is materials about my study habit. In implementing it the teacher needs to build the knowledge that will be delivered. As Mrs. Misirah, S.Pd. said "Likewise with the text about my study habits relating previous materials to what will be taught, namely by discussing learning about study habits by using the adverb of frequency."⁶³

This can be proven by researchers directly observing teachers using discussion at the same time in class VII G. In explaining descriptive text material about my study habit with the adverb of frequent using learning resources in the form of student

⁵⁹Document of LKS

⁶⁰Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

⁶¹Look at Interview Trascript Number 2A/1/2023

⁶²Look at Interview Trascript Number 2B/8/2023

⁶³Look at Interview Trascript Number 2C/15/2023

worksheets.⁶⁴.

For materials in my school activities to get stronger, it is necessary to have activities to achieve student competency in understanding my class schedule. There is a list that shows the time of the week when a particular subject is taught in. There are some school subjects that students can learn at school. English is one of them and every student has their favorite school subject depending on many factors. This can be seen from my school activities material in the descriptive text of my class schedule. Material about my online class is presented which explains that internet learning in the pandemic situation gives some benefits. In learning n the adverb of frequency describes how often an action happens. There are nine adverbs of frequency that students can use in English. Always use adverbs of frequency to discuss how often something happens. Adverbs of frequency are often used to indicate routines or repeated activities, so they are often used with the present simple tense.⁶⁵

In order for materials in my school activities to get stronger, it is necessary to have activities to achieve student competency in their understanding in the my class schedule. As said Mrs. Misirah, S.Pd.:

My class schedule is included in the descriptive text. In their understanding, students need to convey the purpose of descriptive text in general and specifically in my class schedule text. In addition, indirectly the linguistic features will be connected in the specific participant, simple present, and action verb in the text.⁶⁶

In delivering the teacher must also pay attention to student understanding. Mrs. Misirah, S.Pd. said: “In deepening the understanding of this materials, it is necessary to explain the structure, purpose, and examples of its use. To make it easier, a descriptive text is presented in the form of my online class.”⁶⁷

Teachers need to pay attention to the understanding of my study habit learning in

⁶⁴Observation on January 28, 2023

⁶⁵Dokument of LKS

⁶⁶Look at Interview Trascript Number 2A/2/2023

⁶⁷Look at Interview Trascript Number 2B/9/2023

students. As stated by Mrs. Misirah, S.Pd.:

Students are invited to link previous learning about class schedules and online learning activities. Therefore, it is necessary to explain the right words to use in study habits that are to the frequency of the student. This can be strengthened by explaining the word structure in the subject, adverb, and main verb.⁶⁸

In its implementation, it can be seen that students listen carefully to the teacher's delivery. The researcher directly saw the teacher giving affirmative, negative, interrogative, and short answers about appropriate habits by discussing learning about study habits in class VII G and VII F.⁶⁹

In implementing my class schedule, skills are needed to strengthen it. On the student worksheet, there is activity 1 on the listen and read unit, students are asked to listen and complete the following text entitled my study habit with the available answer choices.⁷⁰

One of the skills that can support materials about my class schedule is listening skill. As said by Mrs. Misirah, S.Pd.: "In aligning listening skills students listen to conversations and monologues about one's class schedule conveyed by the teacher so that they can determine specific information in the form of determining lesson days and hours."⁷¹

In gaining students' understanding of my online class descriptive text, it is necessary to prove it in skill competence. As said Mrs. Misirah, S.Pd. : "In the presentation of the text in my online class, there are several words that are incomplete. At such times students can listen to the delivery of the teacher by writing on the worksheet."⁷²

In the competence of descriptive text about my study habits, the teacher needs to harmonize it. In implementing it the teacher must direct students to master these skills

⁶⁸Look at Interview Trascript Number 2C/16/2023

⁶⁹Observation on January 28, 2023

⁷⁰Dokument of LKS

⁷¹Look at Interview Trascript Number 2A/3/2023

⁷²Look at Interview Trascript Number 2B/10/2023

Mrs. Misirah, S.Pd said: “In listening skill there is text my study habit. Students can listen to the teacher's delivery by filling in the blanks with the answers provided.”⁷³

The researcher directly saw the teacher instructing students to listen to it so that students could immediately complete the correct answer. At the time of observation, it was seen that students in classes VII G and VII F were listening carefully to the discussion. Thus the atmosphere looks focused because listening to the teacher's performance so as not to be missed.⁷⁴

In addition to listening skills, speaking skills are also needed in aligning my school activities. On the student worksheet, there are activities students are asked to read the following text aloud in various text titles related to their class schedule, my online class, and my study habits.

In aligning my class schedule. As said by Mrs. Misirah, S.Pd: “Focusing on expressions to ask and respond about the lesson schedule on a particular day with students doing exercises and demonstrating conversations to describe/explain one of the daily schedules.”⁷⁵

Teachers need to align with my online class learning. By practicing speaking skill, As said Mrs. Misirah, S.Pd.: “Students can use the expression of asking something in the content. This can be done by students by practicing speaking in the dialogues that are already available.”⁷⁶

Likewise with speaking skills, in implementing it the teacher needs to do in my study habits. As stated by Mrs. Misirah, S.Pd “Students warn someone according to the picture while saying it”⁷⁷

The researcher directly saw the teacher instructing students in class VII G to describe themselves by saying how often his study habits/daily activities were in the

⁷³Look at Interview Trascript Number 2C/17/2023

⁷⁴Observation on January 28, 2023

⁷⁵Look at Interview Trascript Number 2A/4/2023

⁷⁶Look at Interview Trascript Number 2B/11/2023

⁷⁷Look at Interview Trascript Number 2C/18/2023

adverb of frequency.⁷⁸

The most basic thing in every skill is reading skill. On student worksheets there is brief material in the form of text about various descriptive texts with the title my class schedule, my online class, my study habit.⁷⁹

In aligning my school schedule it is important to improve my reading skills. As Mrs. Misirah, S.Pd said:“Reading skills are aligned with building knowledge when confronted with descriptive text so that indirectly in understanding knowledge students must read the descriptive text in my class schedule.”⁸⁰

In learning my online class, teacher need to align it with reading skills. As stated by Mrs. Misirah, S.Pd.: “in applying reading skills in class, students can read infographics about study tips with certain information on worksheets”⁸¹

In implementing my study habits material, the teacher needs to align it with reading skills. As stated by Mrs. Misirah, S.Pd: “In reading skills indirectly formed when reading the text of my study habit to fill in the correct answers while listening to the teacher's presentation.”⁸²

The researcher directly saw the teacher instructing students in classes VII G and VII F to read a text about my study habit and also the teacher instructing students to read adverb of frequency material in worksheets related to the structure of their use.⁸³

One of the other skills is writing skill. The teacher instructs students to carry out activities to create dialogues with the class schedule theme, arrange words that are appropriate in the context of online learning, and write down their study habits. Besides that, there are group activities to do board games like snake and ladder.⁸⁴

In learning my class schedule, writing skills need to be mastered by students. As

⁷⁸Observation on January 28, 2023

⁷⁹Dokument of LKS

⁸⁰Look at Interview Trascript Number 2A/5/2023

⁸¹Look at Interview Trascript Number 2B/12/2023

⁸²Look at Interview Trascript Number 2C/19/2023

⁸³Observation on January 28, 2023

⁸⁴Dokument of LKS

said by Mrs. Misirah, S.Pd: “Writing skills can be done by asking students to pair up to create a dialogue about asking and giving information regarding each other's schedules using the expressions that have been studied in the previous section.”⁸⁵

In implementing it the teacher needs to harmonize this knowledge for the text of my online class. As told by Mrs. Misirah, S.Pd.: “Arrange the correct words, write learning expressions with specific information and personal information according to the context.”⁸⁶ My study habit lessons, needs to be aligned with writing skills. As said Mrs. Misirah, S.Pd: “Previously, a game of snakes and ladders was held. At each step, there is a sentence that shows a person's habit of certain content. Students can be asked to write down their habits that match the content.”⁸⁷

On the worksheet, students are asked to make activities in the group to do a board game like snake and ladder by filling in answers according to students' daily habits. the researcher directly saw the teacher instructing the students in class VII G to play the ladder on the board game in the student worksheet and wrote down their study habits on the worksheet and collected it as a daily value.⁸⁸

In the series of learning outcomes, there is a crucial element, namely attitude competence. There are profiles of Pancasila students who believe, have faith in God Almighty and have a noble character, have global diversity and self-help creative critical reasoning as a form of implementation of teaching descriptive text from a series of my school activities.⁸⁹ In implementing it, Mrs. Misirah, S.Pd. said:

In a series of students' attitudes towards learning activities, the teacher pays attention to student progress. the teacher always delivers material with politeness and full of insight so that the attitude shown in learning English material, students are independent and confident to interact and communicate in various contexts and situations, both formal and informal.⁹⁰

⁸⁵Look at Interview Trascript Number 2A/6/2023

⁸⁶Look at Interview Trascript Number 2B/13/2023

⁸⁷Look at Interview Trascript Number 2C/20/2023

⁸⁸Observation on January 28, 2023

⁸⁹Dokument of LKS

⁹⁰Look at Interview Trascript Number 2A/7/2023

The implementation of character education in MTsN 3 Ponorogo through 5S culture which were *senyum, sapa, salam, sopan dan santun*. The researcher directly saw the teacher instructing students in class VII G to always communicates with his delivery in English and practices Indonesian which always instills character by giving polite and insightful examples who are full of enthusiasm in delivering material. Thus, students will imitate what the teacher applies in everyday life.⁹¹

3. The Evaluation of English Subjects in The Context of *Merdeka* Curriculum at MTsN 3 Ponorogo

The English learning evaluation technique used at MTsN 3 Ponorogo is by using sumatif and formative assesment. The assessment used includes competency assessment include cognitive, psychomotor, and affective. In learning evaluation, teachers have enrichment and remedial programs. This is a form of evaluation in the realm of student knowledge and understanding. Remedial and Enrichment programs are designed according to the teaching module according the material.⁹²

As the results of the interview with Mrs. Misirah, S.Pd. states that :“There is an evaluation of learning my school schedule, use the expression and adverb of frequency on the questions in PTS and PAS.”⁹³The researcher saw the teacher directly giving written assignments by writing down their study habits using adverbs of frequency and orally in the form of a pre-test as a form of training for final test (PAS) preparation.⁹⁴ Also the teacher has a daily journal to assess student progress.⁹⁵As expressed by Mrs. Misirah, S.Pd.:“At each meeting, a daily assessment is always carried out which includes an assessment of knowledge, skills and attitudes.”⁹⁶

⁹¹Observation on January 31, 2023

⁹²Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

⁹³Look at Interview Trascript Number 3A/2023

⁹⁴Observation On January 31, 2023

⁹⁵Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

⁹⁶Look at Interview Trascript Number 3B/2023

The researcher saw the teacher directly giving written assignments, namely making work on LKS in class VII G. In LKS there were simple exercises that students could use to understand per unit. like filling incomplete sentences in my study habits descriptive text.⁹⁷

The assessment at MTsN 3 Ponorogo, it is usually done to find out various student skills into daily assignments. Teachers have a skills assessment journal based on presentations, projects and portfolios.⁹⁸ As stated by Mrs. Misirah, S.Pd.: “Do not forget that if students get good points, they will get rewards. If they get points that are not possible, they will be given additional assignments that are appropriate to the context that can increase students' understanding.”⁹⁹

The researcher saw directly that the teacher had individual assessments and group assessments which included all student skills related to listening, speaking, and writing in class VII G. During the My Study Habits lesson, the teacher gave points to the winner of the Snakes and Ladders game in the context of the participants' daily habits in educate that cover all skills.¹⁰⁰

In learning activities, during the learning process, there is an assessment carried out by educators to find out the extent to which students understand the attitudes reflected. The teacher has an attitude development journal with behavior notes. In the journal, there is a record of the behavior of students who are full of faith and piety to God Almighty by being superior.¹⁰¹ As said by Mrs. Misirah, S.Pd.

The way to find out student attitudes is to pay attention to the student by a student in the class. The teacher looks at the attitudes reflected by students in their behavior whether they reflect piety and reflect the character profile of Pancasila students. So that with this, an assessment can be carried out of each student's development.¹⁰²

P O N O R O G O

⁹⁷Observation on January 31, 2023

⁹⁸Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

⁹⁹Look at Interview Trascript Number 3B/2023

¹⁰⁰Observation on January 31, 2023

¹⁰¹Document of the Teaching Module Mrs. Misirah's on 2022/2023 Academic Year

¹⁰²Look at Interview Trascript Number 3C/2023

The researcher directly saw the teacher in class VII G giving material about my study habits while observing the student's reflexes and assessing the teacher's daily journal.¹⁰³

C. Discussions The Result

1. The Lesson Plan of English Subjects in The Context of *Merdeka* Curriculum at MTsN 3 Ponorogo

Phase D is the learning achievement phase for English subjects for seventh grade of SMP/MTs in the *Merdeka* Curriculum. In line with the Decree of the Head of BSKAP Kemendikbudristek Number 008/H/KR/2022 Concerning Achievements of *Merdeka* Curriculum Learning, Competency, and Basic Competence are merged into one in each phase of development. *Merdeka* Learning refers to learning new frames of reference for thinking, changing perspectives, changing habits, and elaborating current ways of thinking. Therefore some things must be prepared by the teacher carefully including learning tools and planning related to them. English Teachers at MTsN 3 Ponorogo analyze Learning Outcomes (CP) to develop learning objectives and learning objectives flow. This has in line with Permendikbud No. 37 of 2018 concerning core competencies and basic competencies. In determining the scope or scope of learning materials, the teacher needs to pay attention to several aspects, namely: cognitive aspects (facts, concepts, principles, procedures); affective aspects; psychomotor aspects.

So that the teacher has teaching tools in the form of knowledge programs, semester learning achievement programs, learning objectives flow, and teaching modules where learning can be adapted to the learning needs and interests of students. Learning materials in the teaching module contain knowledge, skills, and

¹⁰³Observation on January 31, 2023

attitudes that must be mastered by students to meet the established competency standards. Teaching modules that include: (1) school, subject, and class/semester data; (2) main material; (3) time allocation; (4) learning objectives, KD, and competency achievement indicators; (5) learning materials; learning methods; (6) learning media, tools, and resources; (7) learning activity steps; and (8) assessment.

Teaching modules that are arranged by teachers are based on the curriculum applied to achieve predetermined competency standards. A lesson plan is a lesson plan developed in detail from a particular subject matter or theme that refers to the syllabus. The English Teacher teaching module at MTsN 3 Ponorogo includes learning outcomes, which are adapted to the needs of students in Phase D. The teaching modules developed by the teacher are essential; interesting, meaningful, and challenging; relevant and contextual; and continuous. In phase D or seventh grade, all material and learning activities in each phase are designed to meet the needs of students, both those who have not yet received English lessons at the previous level. Learning materials and activities can be presented and adapted according to student achievement. The teacher determines knowledge according to the descriptive text in the text my class schedule, my online class, and my study habit which will be taught according to the conditions in the class.

In addition, the teacher also pays attention to the principles that need to be used in determining the scope of learning material which concerns: the breadth of the material, which describes how much material is included in a learning material; the depth of the material, is how detailed the concepts that must be learned/mastered by students.¹⁰⁴

Providing activities that encourage creativity and critical reasoning is an important plan. Through exposure to visual texts, audio texts, and written texts, students are given stimulation to show their ability to be creative, for example in

¹⁰⁴ Alfauzan, Amin. Model Pembelajaran Agama Islam di Sekolah (Yogyakarta:Samudra Biru 2018. Hal 80

presenting their work. students are given stimulation on what can be done and they develop their creativity from this stimulation. The activities presented through various kinds of texts are presented (visual, audio, and written texts) to make students demonstrate critical reasoning, including by observing and answering questions that require not only lateral questions but also inferential and reflective questions.

Text-based learning is carried out with text types that students already recognize to make it easier to understand the contents of the text. So that it will make it easier for students to produce text of this type into use the expression and adverb of frequency in spoken and written form.

Materials and learning activities are presented and adapted according to student achievement. Achievement of learning English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), a determination of various levels of proficiency activities presented through various kinds of texts such as visual, audio, and written texts strived to be able to talk about class schedules and school subjects, students can talk about online learning tips and students can describe their learning abilities. This can be seen in the teaching modules and student worksheets.

In presenting material about my school activities the teacher begins to introduce the use of the expression and adverb of frequency to help students develop understanding. So, that students can produce works in this type of text both orally and in writing. The selection of the type of text can be based on the school context or the context at home experienced by students to provide space for them to realize the text in real life.

In the other hand, Madrasas organize intracurricular learning content in an integrated or simultaneous manner. The *Pancasila* student profile serves as the main reference that guides educational policies, including serving as a reference for

teachers in building student character and competence. Strengthening the profile of *Pancasila* students in madrasas is projected in two aspects namely; 1) the Profile of a *Pancasila* Student who has a mindset, attitude, and behavior that reflects the universal noble values of *Pancasila*, and 2) the Profile of a *Rahmatan lil alamin* Student who embodies insight, understanding, and taffaauh fiddin behavior to provide peace, happiness, and safety for fellow human beings and all creatures created by Allah SWT Pay attention to attitude competence in the lesson plan of increasing faith and piety to God Almighty through cultivating character and religious activities, namely campaigning senyum, *sapa, salam, sopan, dan santunto* always remind students that in each activity. In this case, the teacher designs learning by paying attention to the profile of Pancasila students with global diversity, cooperation, independence, and critical and creative learning outcomes.

From each lesson, it is hoped that students will be able to realize learning independence, namely becoming independent and confident users of English through various learning activities on my school activity material which includes my class schedule, the use of expressions, and frequency information to interact and communicate in various contexts and situations, both formal and informal.

2. The Implementation of English Subjects in The Context of *Merdeka* Curriculum at MTsN 3 Ponorogo

The implementation of English Teaching-Learning at MTsN 3 Ponorogo prioritizes the strengthening of three aspects, namely cognitive, psychomotor, and affective. The implementation of these three aspects is the actualization of the curriculum in learning and the formation of student competence and character. This requires the activeness of the teacher in creating and growing various activities according to the programmed plan. Implementation concepts must be mastered by students through the teaching and learning process. This learning aims to measure

students' abilities which include factual knowledge, conceptual knowledge, and procedural knowledge. Through low-level thinking skills to the highest by the surrounding environment and adapted to the themes discussed are included in the teaching module. The teacher uses discussions, presentations, and lecture methods. Schemes, models, and materials in a descriptive text show the knowledge one has about how the subject matter is organized and structured, how the different pieces of information relate to each other and relate systematically, and how these parts function together.

Learning of the new paradigm is the learner. Therefore, this learning is adapted to the demands and characteristics of students at MTsN 3 Ponorogo. The scope of learning material is what will be taught by educators in class or what students will learn in class. This is shown in the descriptive text in the form of my class schedule and students are asked to write the name of the subject in English. In addition, the teacher also presents the use of expressions in the form of modal verbs, namely could you and can you with vocabulary from online learning activities and learning about study habits by using adverbs of frequency.

English is one another subject and every student has their favorite school subject depending on many factors. The implementation is carried out by digging up relevant of the materials. This is done by constructing the meaning of descriptive text orally, in writing, and graphically by interpreting, explaining by classifying, summarizing, drawing conclusions, comparing, and explaining.

The materials need to be aligned with the realm of skills. This is intended so that the material presented can have an impact on students. The first skill is listening skill. Smaldino stated that hearing and listening is also a process of communication and learning as well as communication and visual learning, a message delivered by the sender and explained its meaning by the receiver. Listening in English lessons is

very important because that way students can add broad insights and master the lessons given. Of course, many ways can be applied so that students pay more attention or focus on listening to the teacher who is giving the lesson. listening is also a process of communication and learning as well as communication and visual learning, a message is delivered by the sender and explained its meaning by the receiver.

Then, developing speaking skills is of vital importance in EFL/ESL programs. Nunan, Burkart & Sheppard argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. In terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units - sounds and move through mastery of words and sentences to discourse. This skill gives students the ability to convey information orally or verbally and in a way that can be understood by other people or listeners.

The next skill that must be mastered by students in learning English is reading skills. Reading is a vital skill for everyone, including students. Reading is very important since it can enhance students' general language skills in English because assist students to think in English, enlarges students' English vocabulary, improve their writing, and can be a good way to obtain new ideas, facts, and experiences. Therefore, reading skill has been viewed as something that can help students to enrich their insights into the English language..

Harmer lays stress on the essentiality of the writing skill saying "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right". Janet Emig described writing as "a unique mode of learning" involving the active participation of both the left and right hemispheres of the brain. Researchers have agreed that writing enhances thinking skills; the higher cognitive

functions of analysis and synthesis seem to develop most fully with written language support.¹⁰⁵

In English lessons in the seventh grade at MTsN 3 Ponorogo shows that English language behavior reflects the attitude of people of faith, noble, knowledgeable, self-confident, honest, and responsible in interacting effectively with the social and natural environment within their reach of association and existence. The teacher conditions the atmosphere in the class and pays attention to the character of students by applying *senyum, sapa, salam sopan, dan santun* in every activity. This is aligned with teaching learning English language habits that are independent and confident to interact and communicate in various contexts and situations, both formal and informal, by prioritizing *Pancasila* student profiles and *Rahmatan Lil Alamin* student profiles. This is by the vision, mission, and objectives of MTsN 3 Ponorogo to be able to realize insight, understanding, and *taffauh fiddin* behavior as a characteristic of religious competence in madrasas, and to be able to play a role in society as a moderate figure.

3. The Evaluation of English Subjects in The Context of *Merdeka* Curriculum at MTsN 3 Ponorogo

The process of evaluating learning outcomes in learning activities is very important, namely to determine follow-up actions from the results achieved to determine the level of student success. Evaluation is making judgments according to a set of agreed and accountable criteria. According to TR Marison, there are three important factors in the evaluation concept, namely judgment, description of the object of assessment, and defensible criteria. Evaluation cannot be separated from teaching activities, the teachers absolutely must know and be familiar with the function of evaluation. So, that it is easy to apply to assess the success of teaching. In

¹⁰⁵Satya Sri Durga & Rao, Developing Students' Writing Skills in English - A Process Approach, journal research scholar and professional of English language teaching 6, Vol. 2, 2018. 1

the area of knowledge, there is an evaluation of formative tests, daily tests, mid-semester tests, and summative tests in the form of semester tests on learning descriptive text include my school schedule, using the expression and adverb of frequency. Then, students will be aware of how they learn, the ability to assess the difficulty of a problem, the ability to observe the level of self-understanding, the ability to use various information to achieve goals, and the ability to assess their own learning progress themselves.

At each meeting, there is always a daily assessment. An effective evaluation of learning outcomes is reporting that involves students. That is reflected in the values espoused by the material thorough, honest, fair, accountable, clear, and easily understood by them. The assessment is in the teacher's journal which contains assessments of knowledge, skills, and attitudes. Learners can be asked to work on questions on student worksheets. After that educators identify what has worked and what needs to be improved.

Evaluation of skills is carried out by assessing daily assessments in the form of non-test assessments in the form of scoring listening, speaking, reading, and writing practices. In the realm of my school schedule skills, use the expression and adverb of frequency to use non-tests. The test is in the form of an initial test (pre-test), this test is a test that is given before teaching begins. The mid-activity test is a test that is carried out on the sidelines or at certain times during the learning process. Post-test, namely the test given after the learning process ends. Do not forget that if students get good points, they will get rewards. If they get points that are not possible, they will be given additional assignments that are appropriate to the context that can increase students' understanding.

The way to assess student attitudes is to pay attention to students who are carried out by students in class. What matters is the attitude of each individual's character that

reflects piety and faith with virtuous character. So that with this it can be assessed the development of each student in behavior in learning my school activities.

The evaluation carried out by English subject teachers at MTsN 3 Ponorogo was carried out by combining. Evaluation is in the form of formative tests and summative tests. Each of these evaluations has several advantages and disadvantages. Realizing this, it was found that the items were made which did not only use one evaluation tool.



CHAPTER V

CLOSING

A. Conclusion

Based on the findings of the research analysis on the implementation of English Teaching-Learning in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo, the authors conclude as follows:

1. The lesson plan based on the learning outcomes to be achieved (CP) by diagnoses of learning objectives, materials, teaching methods, learning resources, and learning outcomes includes competence, *Pancasila* Student Profile, media, learning model used, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, reflection of students and educators, student worksheets, enrichment and remedial, educator and student reading materials, bibliography. This is considering the goals to be achieved, what tools are used, what material is taught by evaluating and planning lessons using text book and non text.
2. The process of implementation is carried out differentiated and curricular through projects to strengthen *Pancasila*. Teachers uses the implementation of learning activities based on the lesson plan that has been prepared by the teacher and uses learning methods adapted to the conditions of the students. This lesson contains material about my school activities which contains contexts at school and daily activities at home. The methods used are lecture methods, presentation methods and discussion methods. In addition to conveying learning, this method is also used to hone students' skills, namely, listening, speaking, reading, and writing.
3. The evaluation is carried out by sumatif and formatif assesment. So that the implementation goes according to the needs being taught. Test is conducted during mid-semester (PTS) and final test (PAS) assessments, the daily assessment in the

teacher's daily journal, the pre-test and post-test and also focuses on guiding and directing student behavior in learning and other activities.

B. Suggestion

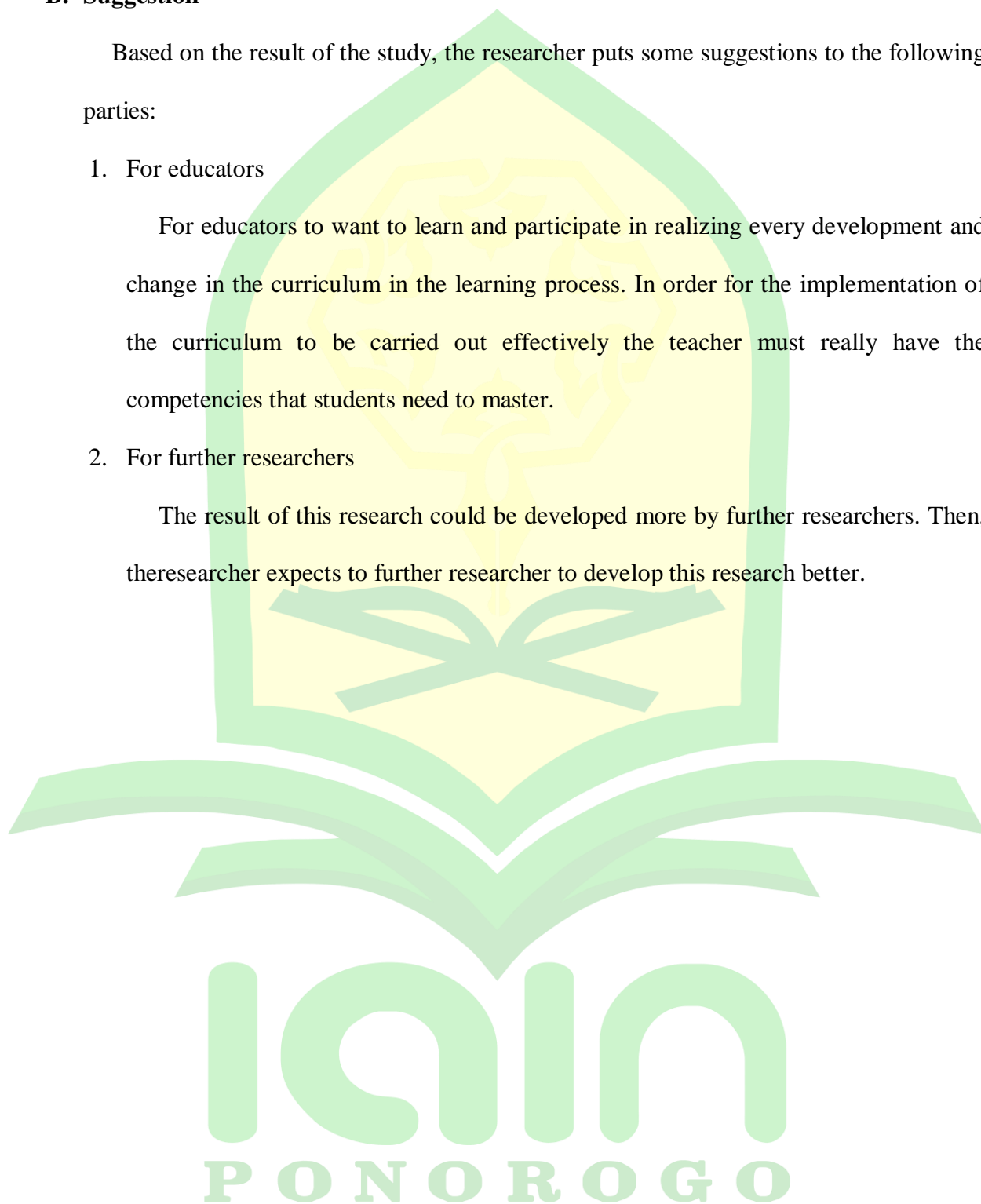
Based on the result of the study, the researcher puts some suggestions to the following parties:

1. For educators

For educators to want to learn and participate in realizing every development and change in the curriculum in the learning process. In order for the implementation of the curriculum to be carried out effectively the teacher must really have the competencies that students need to master.

2. For further researchers

The result of this research could be developed more by further researchers. Then, the researcher expects to further researcher to develop this research better.



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