

**PRE-SERVICE ENGLISH TEACHERS' DIFFICULTIES IN
DESIGNING LESSON PLANS DURING TEACHING
PRACTICUM ON *KURIKULUM MERDEKA***

THESIS

Submitted to state Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements for a Bachelor's Degree (S. Pd)
Faculty of Education and Teacher Training
Islamic Studies and Language Education Department
English Education Program



By:

Siti Haryuni

NIM: 201101060013

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ISLAMIC STUDIES AND LANGUAGE EDUCATION DEPARTMENT
ENGLISH EDUCATION PROGRAM
2024**

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“Verily, along with every hardship is a relief. verily, along with every hardship is relief (i.e., there is one hardship with two reliefs, so one hardship cannot overcome two reliefs).” (QS. Al-Insyirah 5-6).*



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JEMBER

* Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan. “Translations of the Meaning of THE NOBLE QUR’AN in English Language.Pdf,” n.d., 841.

DEDICATION

I dedicate this thesis to:

1. For my mother, Mrs. Khotimah, who has given everything for me, given love and even her whole world, thank you for all your love and support, as well as being an encouragement in my life so that I can complete this thesis to completion.
2. My father, Mr. Suja'i who does not know where he is, thank you for being the father even though there is not the slightest support from you but I want to show the result obtained, that your 22-year-old daughter will complete her undergraduate education even without you.
3. My big family, to my grandmother Mrs. Ruhaya, my aunt Miss Marhumah, M.Pd., my older brother Mr. Saifuddin and his wife, my older sister Mrs. Siti Noer Faizah, S.T., my brother-in-law Mr. Hery Saifuddin, and my dearest younger brother Haris Komari and all families that are too numerous to list individually. Thank you for always providing support and assistance so that I can be enthusiastic about completing the final task of this undergraduate education.
4. All kind people around me, organizational friends, boarding house friends, my friends from overseas (Pasuruan) especially alumni from PPT Al-Yasini, my classmate, my roommate (Ulyatul Muhimmah) who accompanied me when writing the thesis. Thanks a lot.

ACKNOWLEDGEMENT

First, I want to thank Allah SWT, who has mercy and blessed me with a healthy body to finish my thesis. In addition, I would like to express my deepest gratitude to these people as follows:

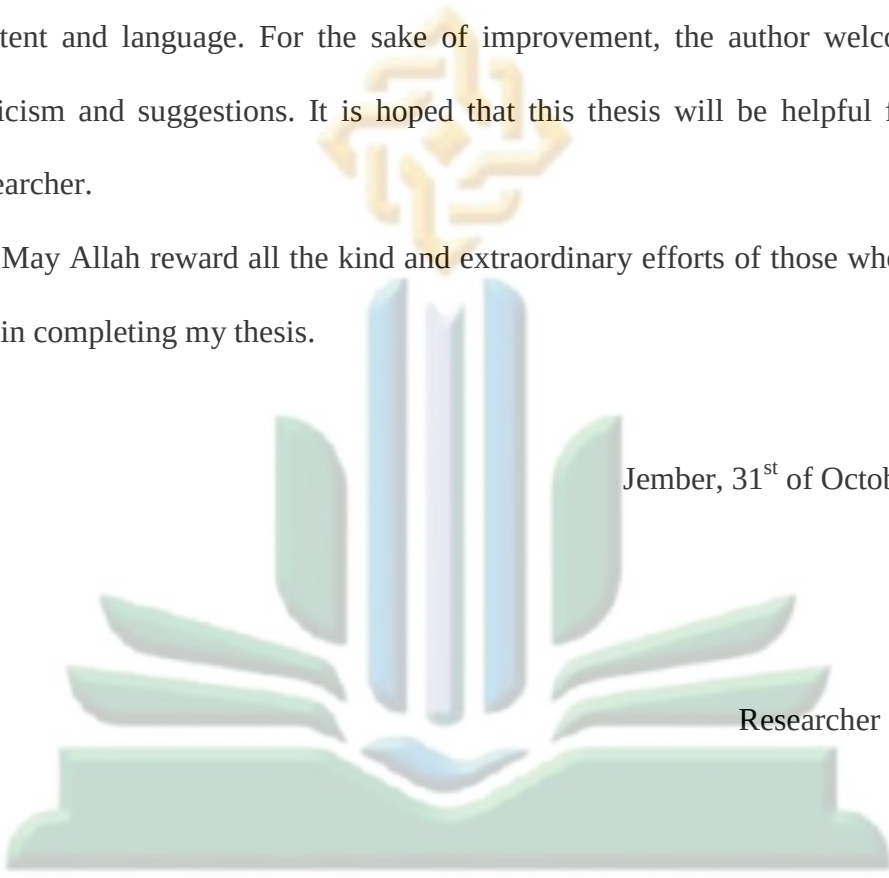
1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., the rector of Islamic University Kiai Haji Achmad Siddiq Jember, who has given me the opportunity for me to study at this university.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si, the dean of the faculty of Tarbiyah and teacher training of the Islamic University of Kiai Haji Achmad Siddiq Jember, who has facilitated my study in this faculty.
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5. Mega Fariziah Nur Humairoh, M. Pd. My advisor who has advised, always guided, and supported me in conducting the research and writing this thesis.
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7. All participants in this study who are willing to be involved in a series of learning activities through problem-based learning and in-depth interview sessions.

The author acknowledges that this thesis is not yet perfect, both in terms of content and language. For the sake of improvement, the author welcomes any criticism and suggestions. It is hoped that this thesis will be helpful for future researcher.

May Allah reward all the kind and extraordinary efforts of those who assisted me in completing my thesis.

Jember, 31st of October 2024

Researcher



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ABSTRACT

Siti Haryuni, 2024: Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on *Kurikulum Merdeka*.

Keywords: *kurikulum Merdeka, Pre-service English teachers, lesson plan, and teaching practice.*

Implementing *kurikulum Merdeka* has significantly changed how teachers design and deliver lessons, presenting unique challenges for pre-service English teachers who must navigate the complexities of learning to teach the innovative requirements of the new curriculum during their practicum. While extensive research has explored these challenges, a significant gap exists in understanding their specific difficulties in designing lesson plans under this transformation.

Therefore, this research raises two research questions: (1) What are the difficulties of pre-service English teachers in designing lesson plans based on *kurikulum Merdeka* during their teaching practicum? and (2) How do pre-service English teachers overcome those difficulties? Then, the research objectives are: (1) To explore the difficulties of pre-service English teachers in designing lesson plans based on *kurikulum Merdeka* during their teaching practicum. and (2) To explore ways to overcome those difficulties.

This research used a qualitative approach and descriptive qualitative research design. The study was conducted in one of the State Universities in Jember, East Java. The participants were taken from three pre-service English teachers who have implemented teaching practicum in the school that has applied *kurikulum Merdeka* in the 2023/2024 academic year. The data was collected from semi-structured and document reviews. For data analysis, the researcher used a thematic analysis.

The findings revealed two significant themes addressing the difficulties faced by pre-service English teachers (RQ1): (1) Conceptual difficulties in understanding and implementing *kurikulum Merdeka*, particularly in formulating learning objectives and outcomes, and (2) Practical difficulties in instructional design and implementation, specifically in selecting appropriate learning materials, methods, media, and assessment strategies. Several strategies were identified to overcome these challenges (RQ2). For conceptual challenges, participants sought to deepen their understanding of curriculum objectives and consulted with mentor teachers to better align objectives with learning materials. To address practical challenges by a) utilizing digital resources, including internet platforms and social media, to identify suitable learning references and b) seeking guidance from experienced teachers in their practicum schools. These findings underscore the critical need for enhanced pedagogical preparation programs that specifically target the development of lesson planning competencies within the *kurikulum Merdeka* framework to enhance pre-service English teachers' ability to navigate curriculum transition effectively. Future research might explore the long-term effectiveness of targeted pedagogical training interventions in addressing these identified challenges.

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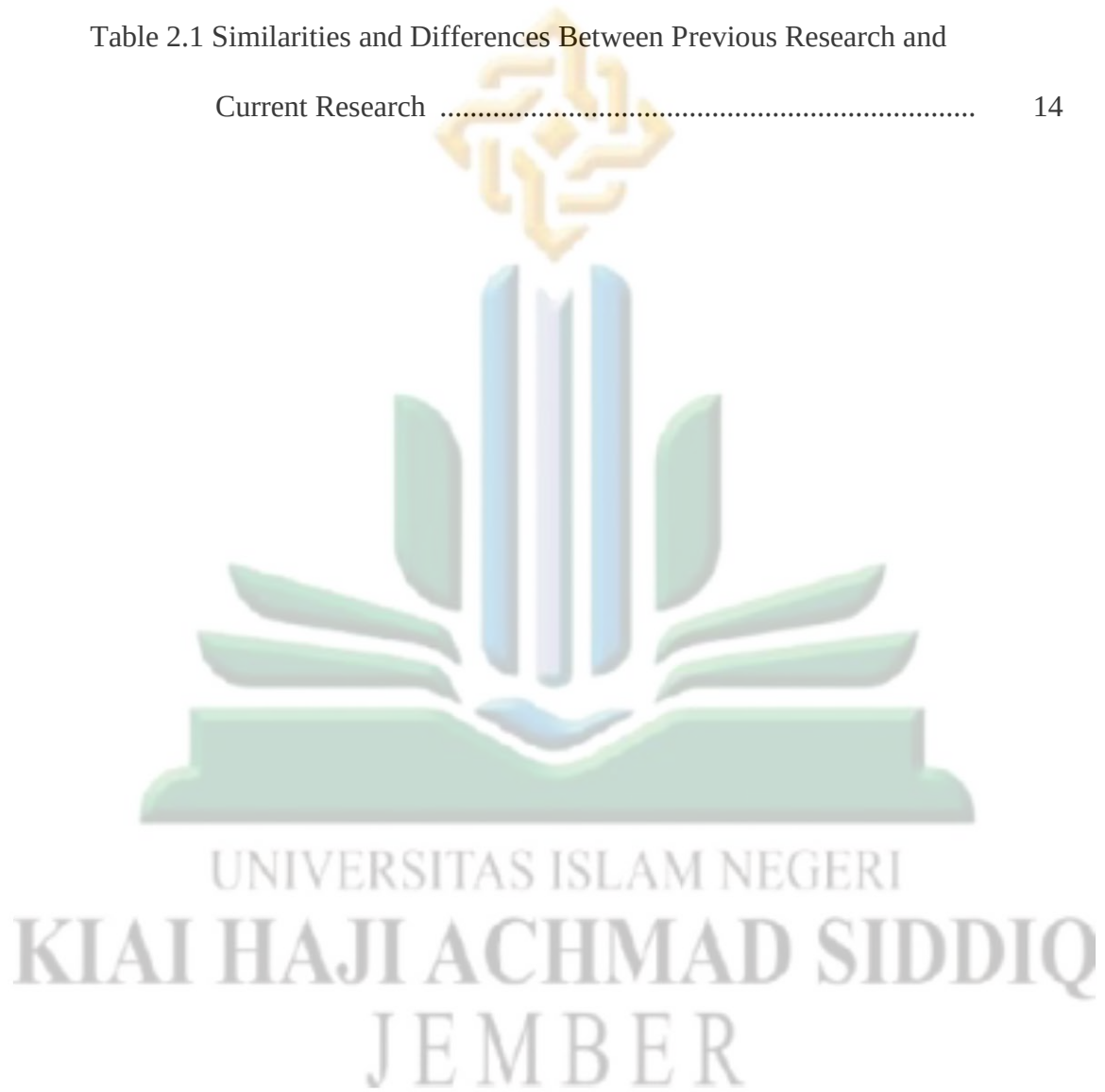
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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is crucial in determining how society will develop in the future. Competent teachers must nurture the students and create a well-rounded learning environment. Individuals pursuing a teaching degree but not yet certified as teachers are known as pre-service teachers. An understudy acknowledged into a certified college or faculty of training and education to turn into an educator is known as a pre-service teacher¹. The professional teaching process is difficult and requires guidance and an understanding of protocol. Thus, educators need to learn about it as well. One must not act recklessly when doing something. This is the main principle of Islamic teaching, as Rasulullah said in a hadith:

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إن الله عز وجل يحب إذا عمل أحدكم عملاً أن يتقنه
“Indeed, Allah loves people who, if they do some work, do in *itqan* (correct, clear, and complete)”².

Likewise, a teacher gives particular knowledge or intellect to an individual or group of individuals. Thus, in addition to having specific information, skills, and talents, one must be able to perform a professional function as a teacher, which includes instructing, training, and educating

¹ Grace Offorma, “Integrating Components of Culture in Curriculum Planning,” *International Journal of Curriculum and Instruction* 8(1), 2016, 1-8, Hal.2.

² Al-Thabrani, "Mu'jam Al-Ausat", in *Maktabah Shamilah*, vol. 2 (Mauqi'u al-Islam, 2005), 408.

students³. Pre-service teachers are active students studying at universities and taking education study programs prepared to become professional teachers. They usually take education study programs in the teacher education and science faculty. This period typically includes teacher education programs at university, where individuals learn about teaching methods, educational theory, and classroom management before entering the workforce as certified teachers⁴. In addition to studying theory, pre-service teachers must implement what they have learned in the classroom, be proficient in teaching pedagogy, and use their acquired knowledge through various university-organized programs. One of the university's programs for pre-service teachers is a teaching practicum that is usually called *Pengenalan Lapangan Persekolahan* (PLP).

This study examines pre-service English teachers who completed a two-month teaching practicum in junior or senior high schools from September to November 2023, gaining experience in teaching, lesson planning, and curriculum implementation. Pre-service English teachers in this study encounter some challenges while aligning the lesson plans in the *kurikulum Merdeka* during teaching practicum because they are still unaware of the precise setup and implementation of the practice in the school. The lesson plans for the *kurikulum Merdeka* help teachers or pre-service teachers be more prepared to carry out learning activities and create learning outcomes

³ Ni Nyoman Perni, Kopetensi Pedagogik sebagai Indikator Guru Profesional, "Jurnal Pendidikan Dasar", Vol. 4, No. 2, (spring 2019) 176, <http://ejournal.lhdn.ac.id/index.php/aw>.

⁴ Syifa Awaliyah, F., "Pre-service English Teachers' Problem and Strategies in Designing Lesson Plans based on 2013 Curriculum (K-13)", *Journal of the 3rd Bogor Student and Teacher (BEST) Conference 2021*, No. 124.

through careful planning while implementing the curriculum⁵. As a result, lesson plans are essential for teachers to reduce learning failure. This is due to their curriculum transformation in microteaching and teaching practice. An accurate, complete, and flexible curriculum is of great help in the educational field. Because somehow, like a lesson plan, it also guides the teacher in how the topics that should be discussed are appropriately organized before they are presented to the learners.⁶

A proper curriculum is essential for achieving education goals. The curriculum must be implemented precisely, methodically, and in tandem with its design to improve education⁷. The curriculum in Indonesia has undergone multiple development cycles, but curriculum changes are expected because to raise the standard of education in the nation, curriculum implementation in the Indonesia context involves the periodic implementation of several curriculums, which different stakeholders might produce during different government eras. The curriculum has changed as a result of shifting scholarly and political needs⁸. Thus, some curriculum changes must be made to meet students' demands.

Several schools have instituted the *kurikulum Merdeka* for the 2023/2024 academic year. Minister of Education, culture, research, and

⁵ Mulyasa, "Implementasi Kurikulum Merdeka" (PT. Bumi Aksara, 2023), 69.

⁶ Nouredine Muhamed Qassimi, "My definition of Curriculum" (2021), Hal. 3., [My definition of Curriculum \(researchgate.net\)](https://www.researchgate.net/publication/351111111).

⁷ Fitri Salsabila, "Difficulties in Designing Lesson Plans Bases on Merdeka Belajar Curriculum: A Study of Vocation High School English Teachers in Banyumas Regency" (Skripsi, UIN Profesor KIAI Haji Saifuddin Zuhri Purwokerto, 2023), 1.

⁸ Tina Oktafiyani., "An Analysis of Lesson Plan Made by an English Teacher Referring to Curriculum 2023 at MTS Al-Qur'an Harsallakum Bengkulu in Academic Year 2018/2019" (Skripsi, IAIN Bengkulu, 2019), 2.

Technology (kemendikbud ristek) Nadiem Makarim has launched a new policy in the curriculum, namely “*kurikulum Merdeka*” as a form of evaluation of the 2013 kurikulum improvements. The curriculum has been implemented since 2022 and is expected to be fully implemented at all primary and secondary education levels by 2024 and this curriculum has accepted *Profil Pelajar Pancasila* (PPP) as a resource for content, process, and assessment standards development⁹. The *Profil Pelajar Pancasila* (PPP) has six potentials formulated as key dimensions. The six are linked and support one another, so attempts are made to achieve a comprehensive and all-encompassing *Profil Pelajar Pancasila* (PPP) that simultaneously synergizes the development of six aspects. The six dimensions are faith and piety to God's almighty and noble character, worldwide diversity, cooperation, independence, critical thinking, and creativity.¹⁰

The researcher conducted preliminary research through Google Forms and WhatsApp groups on pre-service English teachers on 25th of January 2024 who had completed microteaching courses and teaching practicum. Twenty pre-service teachers filled out the questionnaire. Based on the questionnaire, the pre-service English teachers experienced difficulties in carrying out teaching practice when designing their lesson plans.

Based on the preliminary research, the researcher is interested in researching further because this has never happened before due to the

⁹ Mulyasa, “Implementasi Kurikulum Merdeka” (PT. Bumi Aksara, 2023), 19.

¹⁰ Dinn Wahyudin et al., *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024). 15.

curriculum transition., so this study aims to explore the difficulties faced by pre-service English teachers when designing lesson plans on *kurikulum Merdeka* and what strategies for overcoming these difficulties. Of particular interest are undergraduate students of the English education study program at UIN KHAS Jember who have implemented teaching practicum in the 2023/2024 academic year at the junior or senior high school levels that have implemented the *kurikulum Merdeka* because they had a curriculum transition. Thus, the researcher conducts the research entitled “Pre-Service English Teachers Difficulties’ in Designing Lesson Plans during Teaching Practicum on *Kurikulum Merdeka*”.

B. Research Questions

Based on the background above, the researcher posts a research question as follows:

1. What are the difficulties of pre-service English teachers in designing lesson plans based on *kurikulum Merdeka* during their teaching practicum?
2. How do pre-service English teachers overcome their difficulties in designing lesson plans based on *kurikulum Merdeka* during their teaching practicum?

C. Research Objectives

The research objective is an overview of what will be addressed. The objectives of this research are:

1. To explore what are the difficulties of pre-service English teachers in designing lesson plans based on *kurikulum Merdeka* during their teaching practicum
2. To explore ways to overcome the difficulties of pre-service English teachers in designing lesson plans based on *kurikulum Merdeka* during their teaching practicum.

D. Significance of the Research

The result of this research is expected to give some theoretical and practical knowledge to the following parties:

1. Theoretical significances

This research is expected to advance the understanding by enriching knowledge in designing lesson plans based on *kurikulum Merdeka*, especially in the English education department.

2. Practical significance

- a. Pre-service teachers

Pre-service teachers, especially pre-service English teachers, can find it useful to have informational enhancement or references for designing good lesson plans in *kurikulum Merdeka* and recognize difficulties when designing lesson plans. This is in the hope that prospective teachers can prepare themselves and become professional educators.

b. Other researcher

For another researcher, this research can serve as a reference for those who want to conduct research for a lesson plan in *kurikulum Merdeka*.

E. Definition of Key Terms

The following definitions are given to give readers the same understanding of preparation in interpreting some terms used in this research. They are also intended to avoid any ambiguity or misinterpretation. The terms are as follows:

1. Pre-service Teachers' Difficulties

Pre-service teachers are aspiring educators who have not yet completed their formal education or training and are awaiting certification or a license to teaching professionals. They generally receive their education at colleges or other educational facilities, where they attend lectures on pedagogy, educational theory, and teaching practicum. Likewise, in this study, what is meant by pre-service teachers is an active student who is educated in the education study program in the faculty of teacher education and science and has implemented a teaching practice program to implement what they have learned in the classroom and need to be proficient in both teaching pedagogy to prepared to be a professional teacher.

The difficulty is a disparity between what is happening and what was anticipated. Pre-service teachers' difficulties are some of the obstacles

when designing lesson plans during their teaching practicum in the 2023/2024 academic year at the junior or senior high school levels that have implemented the *kurikulum Merdeka*.

2. Lesson plan

The lesson plan is a teacher's guide for facilitating a lesson, and it outlines what the teacher will teach in a given lesson and provides justification for why they are teaching it. The lesson plan in the *kurikulum Merdeka* is the learning implementation plan. This is a pre-lesson document that the teacher prepared before teaching, which contains details about learning objectives, material to be taught, teaching method to be used, and evaluation to measure the achievement of these learning objectives. Lesson plans can incorporate more inventive and creative teaching strategies while taking into account each student's individual requirements and characteristics within the framework of the *kurikulum Merdeka*.

The lesson plan in implementing the *kurikulum Merdeka* is an attempt to forecast the steps that will be taken in learning activities to shape, foster, and develop the character and competence of students under the learning outcomes. In the *kurikulum Merdeka*, a lesson plan needs to be developed to coordinate the Pancasila students' profile that will be formed other learning components, namely learning outcomes (*capaian pembelajaran/ CP*), learning objectives (*tujuan pembelajaran/ TP*), standard materials, learning outcomes indicators, and assessments.

3. Kurikulum Merdeka

Kurikulum Merdeka is a curriculum in which the learning structure is separated into two primary activities: the project of strengthening the learner profile, which refers to the competency standards that learners must meet, and intracurricular learning, which refers to the learning outcomes that students must achieve in each subject. This curriculum has been implemented gradually starting in 2022 and is expected to be fully implemented at all levels of primary and secondary education by 2024.¹¹

4. Teaching practicum

Teaching practicum is a step in preparing professional teachers at the bachelor of education program levels. It takes the form of an assignment where students are expected to implement learning outcomes by observing the educational process in schools and other educational institutions, which in this case means educational institutions that have implemented *kurikulum Merdeka*. Teaching practicum, usually called *pengenalan lapangan persekolahan* (PLP), equips pre-service teachers with the knowledge, attitudes, and abilities necessary to become certified teachers and other education professionals. These individuals will possess pedagogical, personality, social, and professional competence.

F. Scope of Research

This research focuses on pre-service English teachers' difficulties in designing lesson plans based on *kurikulum Merdeka* during their teaching

¹¹ Dinn Wahyudin et al., *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024), 46.

practicum. This study further limited three undergraduate students of the English education study program at UIN KHAS Jember who have implemented microteaching course and teaching practicum in the 2023/2024 academic year at the junior or senior high school levels that have applied learning on *kurikulum Merdeka*.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Presently, the researcher clarifies the previous studies relevant to the current research. It aims to create the desired scope of the uniqueness and research viewpoint that may be seen. The following is some previous research on pre-service English teacher's difficulties in designing lesson plans:

1. Syifa Awaliyah Fakhruddin (2021), entitled "Pre-service English Teachers' Problem and Strategies in Designing Lesson Plans Based on 2013 Curriculum (K-13)"¹². This study uses a qualitative case study approach to investigate the challenges faced by pre-service English teachers in designing lesson plans based on the 2013 curriculum. It found that they struggle with selecting media, learning processes, tools, and preparing lesson plans due to mismatches between classroom conditions and reference materials. This study recommends creating a portfolio, consulting with peers, exchanging ideas, and seeking learning references from various sources.
2. Vira Oktafiyani, Hilmansyah Saefullah, Totoh Tauhidin Abbas (2021), entitled "Challenges in Designing a Short Lesson Plan by Pre-service English Teachers During an Internship School Program"¹³. This research

¹² Syifa Awaliyah, F., "Pre-service English Teachers' Problem and Strategies in Designing Lesson Plans based on 2013 Curriculum (K-13)", *Journal of the 3rd Bogor Student and Teacher (BEST) Conference* 2021.

¹³ Vira Oktafiyani, Hilmansyah Saefullah, Totoh Tauhidin Abbas., "Challenges in Designing a Short Lesson Plan by Pre-service English Teachers during an Internship School

investigated the difficulties in designing short lesson plans for pre-service teachers. And this research uses interviews to pinpoint these difficulties. Participating in this study were two pre-service English teachers from the English education department who had prior experience with pre-service teacher training programs. The findings in this research are indicated that they were aware of the difficulties in creating instructional strategies, such as selecting core and opening activities. They also encountered difficulties when creating the assessment, especially when it comes to choosing the right indications for the lesson plans' evaluation.

3. Cindi Arjihan Desita Putri, Evilia Rindayati, Rian Damariswara (2022), entitled "*Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Kurikulum Merdeka*"¹⁴. The research explains the difficulties of pre-service teachers in developing lesson plans in *kurikulum Merdeka*. This research uses descriptive qualitative and the difficulties is they were unable to correctly the CP/ *capaian pembelajaran* (learning outcomes), compile the TP/ *tujuan pembelajaran* (learning objectives), from the existing CP/ *capaian pembelajaran* (learning outcomes), compile the flow or ATP/ *alur tujuan pembelajaran* (learning objectives) researcher looked into the issues that pre-service PGSD teachers were facing. Learning objectives from the current learning outcomes or CP, challenges in constructing modules, and inability to compile ATP from the

Program", *Journal of Language Teaching and Learning, Linguistics and Literature*, pp.389-395, Vol. 9, No. 2, <https://doi.org/10.24256/ideas.v9i2.2031>.

¹⁴ Cindi Arjihan Desita Putri, Evilia Rindayati, Rian "Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Kurikulum Merdeka", *Jurnal Tindakan Kelas*, Hal: 18-27, Vol. 3, <https://doi.org/10.53624/ptk.v3il.104>.

TP, challenges in designing lesson plans and *the kurikulum Merdeka* that permits thematic form.

4. Fitri Salsabila Fatah (2023), entitled “Difficulties in Designing Lesson Plan Based on Merdeka Belajar Kurikulum: A Study of Vocation High School English Teachers in Banyumas Regency”¹⁵. This research finding out about the challenges in designing lesson plans faced by teachers of Banyumas Regency’s vocational. And this research uses mix-method using questionnaire and interview as a research instrument. This research involved 35 English teachers from vocational high schools. While only 4 of 35 teachers were chosen for interviews after completing the questionnaire. Decided to conduct an interview. The finding demonstrated that English teachers have challenges while designing lesson plans that aligning the Merdeka Belajar Curriculum. Based on the finding showed that 30% teachers have difficulties in formulating learning objectives and interpreting elements based on learning outcomes, 20,7% teachers’ difficulties in formulating general elements, 13,5% teachers’ difficulties in formulating learning activities, and 21,7% teachers difficulties based on formulating assessments.
5. Rama Mustika (2023), entitled “Student Teachers’ Difficulties in Designing Lesson Plans during Pre-service Teaching at 2022/2023

¹⁵ Fitri Salsabila, “*Difficulties in Designing Lesson Plans Bases on Merdeka Belajar Curriculum: A Study of Vocation High School English Teachers in Banyumas Regency*”, (Skripsi, UIN Profesor KIAI Haji Saifuddin Zuhri Purwokerto, 2023).

Academic Year”¹⁶. The result of this study showed that there were 5 difficulties faced by student teachers in designing lesson plans when PPL. These difficulties are: 1). Difficulties in determining learning materials, 2). Difficulties in designing learning methods, 3). Difficulties in making learning steps, 4). Difficulties adjusting learning activities, and 5). Difficulties determining learning evaluation. While this study used qualitative research with interview techniques as data collection. In this study there are 3 English education students who have carried out PPL in junior high schools (SMP) in the 2022/2023 academic year which are used as research instruments. The results showed that there were 5 difficulties faced by PPL students in designing lesson plans when PPL.

Table 2.1
Similarities and Differences

No.	Title	Similarities	Differences
1.	Syifa Awaliyah Fakhrunnisa (2021), untitled “Pre-service English Teachers’ Problem and Strategies in Designing Lesson Plans Based on 2023 Curriculum (K-13)”.	Both researches have the same topic is about the difficulties faced by pre-service English teachers in designing lesson plans.	• The previous research was based on curriculum 2013, while the current research is based on the <i>kurikulum Merdeka</i>. • The subject of previous research did not experience a curriculum transition

¹⁶ Rama Mustika, “*Student Teachers’ Difficulties in Designing Lesson Plans During Pre-service Teaching at 2022/2023 Academic Year*”, (Skripsi, UIN Mahmud Yunus Batusangkar, 2023).

No.	Title	Similarities	Differences
2.	Vira Oktafiyani, Hilmansyah Saefullah, Totoh Tauhidin Abbas (2021), entitle "Challenges in Designing a Short Lesson Plan by Pre-service English Teachers During an Internship School Program".	Both researches have the same topic is about the difficulties faced by pre-service English teachers in designing lesson plans.	• The previous research used narrative inquiry design by telling the participant's experience in designing lesson plans. • The previous research does not explain what curriculum the lesson plans are based on.
3.	Cindi Arjihan Desita Putri, Evilia Rindayati, Rian Damariswara (2022), entitle " <i>Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Kurikulum Merdeka</i> ".	Both researches have the same topic is about the difficulties faced by pre-service English teachers in designing lesson plans.	• The subject of previous research is pre-service PGSD teachers, while the current research is pre-service English teachers • The subject of previous research did not experience a curriculum transition
4.	Fitri Salsabila Fatah (2023), untitled "Difficulties in Designing Lesson Plan Based on Merdeka Belajar Kurikulum: A Study of Vocation High School English Teachers in Banyumas Regency"	Both researches have the same topic is about the difficulties faced by pre-service English teachers in designing lesson plans.	• The previous research used mix-method, while the current research uses qualitative-case study. • The research locations are not the same. • The subject of previous research did not experience a curriculum transition
5.	Rama Mustika (2023), entitled "Student Teachers' Difficulties in Designing Lesson Plans during Pre-service Teaching at 2022/2023 Academic Year	Both researches have the same topic is about the difficulties faced by pre-service English teachers in designing lesson plans.	• the research location of previous research is limited to junior high schools • The subject of previous research did not experience a curriculum transition.

Based on the previous research above, it can be seen that designing lesson plans based on *kurikulum Merdeka* has a variety of challenges. These include difficulties in understanding learning outcomes and determining media and infrastructure in learning. This study fills a research gap by examining the difficulties faced by pre-service English teachers during their teaching practicum. The recent transition from the previous curriculum to the *kurikulum Merdeka* faced unique challenges, such as adapting to differentiated instruction and emphasizing student-centered approaches. Furthermore, while some studies focus on general curriculum implementation issues, few explore how pre-service English teachers navigate the transition and develop strategies to overcome these difficulties in designing lesson plans during their teaching practicum.

By comparing the similarities and differences between the previous and this research, the novelty of this research focuses on the specific challenges in designing lesson plans during the implementation of *kurikulum Merdeka*. The research provides insights into how pre-service teachers adapt to curriculum changes and their strategies to address these challenges. By focusing on undergraduate students at UIN KHAS Jember who experienced this transition during their teaching practicum in the 2023/2024 academic year, the study captures real-time issues and strategies during a critical period of curriculum reform, filling a gap in the existing literature on teacher preparation and curriculum transitions.

B. Theoretical Framework

1. Curriculum

a. The Definition of Curriculum

The term “curriculum” has various interpretations formulated by experts in curriculum development. The curriculum comes from Latin, namely “*curriculae*”, indicating the distance students must cover¹⁷. Thus, in the past, the curriculum was seen as a means by which students could complete their studies and obtain a certificate. As indicated by the Latin definition of curriculum, the student, in this instance, receives a certificate as proof that they have completed the course from beginning to end.

However, according to Robertson (1971) and Shaw (1977), the “curriculum contains the purpose, content objectives, processes, resources, and means of evaluation for all learning experiences planned for learners both inside and outside the school and community through classroom instruction and related programs”. In this instance, stating that the curriculum is a reference for teachers as they create lesson plans to meet the required objectives.

A curriculum can be defined as the document, plan, or blueprint for instructional guidance used for teaching and learning to bring about positive and desirable learner behavior change¹⁸. The

¹⁷ Akhiruddin, Sriwahyuni, Syamsul Alam: *Pengembangan Kurikulum* (Indonesia: CV Cahya Bintang Cemerlang, 2023), 6.

¹⁸ Grace Offorma, “Integrating Components of Culture in Curriculum Planning,” *International Journal of Curriculum and Instruction* 8(1), 2016, 1-8.

definition relates to a formal curriculum, which is prepared in advance with consideration for the learners' needs, the educational philosophy and objectives, the environment, the resources available, teaching strategies, and assessment protocols. It serves as a roadmap for achieving the objectives of education.

Based on the definition of curriculum mentioned by experts above, and in connection with this research, the curriculum can be defined as a set of plans that determine learning objectives, subjects, and materials, as well as methods used as guidelines for achieving the progress of education activities.

2. Kurikulum Merdeka

a. Background of the *Kurikulum Merdeka*

The minister of education, culture, research, and technology (kemendikbud ristek), Nadiem Makarim, has launched a new policy in the curriculum, namely "*kurikulum Merdeka*" as a form of evaluation of the 2013 curriculum improvements. The curriculum is phased in starting in 2022 and is expected to be fully implemented at all primary and secondary education levels by 2024.¹⁹

This curriculum contains intracurricular activities and projects that strengthen the students' profile of Pancasila, which has six dimensions. The six are linked and support one another, so attempts to achieve a comprehensive and all-encompassing student profile of

¹⁹ Dinn Wahyudin et al., *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024), 46.

Pancasila simultaneously synergize the development of six aspects²⁰. The six dimensions are faith and piety to God's almighty and noble character, worldwide diversity, cooperation, independence, critical thinking, and creativity.

Moreover, the *kurikulum Merdeka* used to learning is founded on the idea that education should adapt to the requirements of its students, taking into account the realization that every learner has an individual variety of objectives and speed of learning. Since every learner has a varied learning speed, it should be individualized appropriately. Principle of student-centered learning and provides a basic understanding that learning must serve the needs of learners, and if the learning achievements and learning pace of each learner are different, then learning should also be designed to serve that diversity; this is what differentiated learning.²¹

Regarding the definition of *kurikulum Merdeka*, it is a curriculum in which the learning structure is separated into two primary activities: the project of strengthening the learner profile, which refers to the competency standards that learners must meet, and intracurricular learning, which refers to the learning outcomes that

²⁰ Dinn Wahyudin et al., *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024), 15.

²¹ Paul George, "A Rationale for Differentiating Instruction in the Regular Classroom," *Theory Into Practice* 44 (July 1, 2005): 185–93, https://doi.org/10.1207/s15430421tip4403_2.

students must achieve in each subject²². The *kurikulum Merdeka* is an alternation of and implementation of the crisis education program issued to the impact of the covid-19 pandemic. However, the government does not necessarily require all schools to implement the *kurikulum Merdeka*, given the diverse conditions of schools in Indonesia. Schools are given the freedom to choose a learning curriculum that suits their conditions and readiness.

b. The Goals of Kurikulum Merdeka

Education Standards, curriculum and Assessment Agency Ministry of Education, culture, research and Technology Republic of Indonesia in the book “Kajian Akademik Kurikulum Merdeka,” stated that the *kurikulum Merdeka* aims to realize meaningful learning and effective in increasing faith, devotion to God almighty, and noble morals and develop noble character and develop creativity, taste, and spirit of students as lifelong learners with character. Lifelong learners who have the character of Pancasila. In this case, students with Pancasila characters can be described in the Pancasila students’ profile.

The Pancasila student profile is formulated as “Indonesian students are lifelong learners who are competent, have character, and behave according to the values of Pancasila.” It is anticipated that the student profile Pancasila values will accomplish the goals of the *kurikulum Merdeka*: faith and piety to God almighty and noble

²² Syahrul Hamdi, Cipi Triatna, Nurdin. “Kurikulum Merdeka dalam Prespektif Pedagogik”. *Susunan artikel pendidikan*, Vol. 7, No. 1. 2022.

character, diversity worldwide, cooperation, independence, critical thinking, and creative thinking

3. Teaching practicum

a. The Definition of Teaching Practicum

Teaching practicum is the procedure by which students in the bachelor of education program observe an apprentice to gain knowledge of many facets of administration and education. Students in the bachelor of education program will take modules covering many facets of learning and educational administration. This program is intended for students of the bachelor of education program. The requirement to take part in this teaching practicum is that undergraduate students must have taken and passed the microteaching course with a minimum grade of B, have not taken courses other than PLP during the PLP process, and have programmed PLP courses through KRS²³.

(Permenristekdikti Number 55 of 2017) Teaching practicum is a stage in the process of preparing professional teachers at the bachelor of education program level in the form of an assignment to students to implement learning outcomes through observation of the learning process in schools or educational institutions, practice developing learning tools, and guided teaching-learning, as well as accompanied by reflective actions under the guidance and supervision of supervisors and student teachers and (*pamong*) teachers in stages.

²³ Tim Penyusun Pedoman PLP UIN KHAS JEMBER TAHUN 2023, “*Buku Pedoman PLP*”, (Indonesia, 2023), 19-20.

According to Graham Crookes, teaching practicum is a short-term, intensive opportunity for professional growth, occurring under relatively favourable institutional conditions²⁴. This opportunity allows undergraduate students to prepare themselves to become qualified pre-service teachers. Pre-service teachers cannot be judged by a good understanding of the learning theories; they have learned but are also judged by the ability to apply these theories.

b. The Goals of Teaching Practicum

Teaching practicum aims to prepare undergraduate students to become qualified educators and education personnel who have a set of knowledge, attitudes, and skills that can support the achievement of mastery of pedagogical competence, personal competence, and leadership skills²⁵. Thus, it is envisaged that undergraduate students will be able to become professional teachers in the future through this program.

Integrated laboratory of the faculty of tarbiyah and teacher education of UIN Khas Jember in 2023 in the book “Buku Panduan PLP Pengenalan Lapangan Pendidikan” stated that the goals of Teaching practicum or *Pengenalan Lapangan Persekolahan* (PLP) are:

- 1) Master various basic skills of teaching, educating, directing, guiding, training, assessing, and evaluating.

²⁴ Graham Crookes, *A Practicum in TESOL: Professional Development through Teaching Practice* (Cambridge: Cambridge University Press. 2020), 20, <https://doi.org/10.1558/jalpp.35061>

²⁵ Tim Penyusun Pedoman PLP UIN KHAS JEMBER TAHUN 2023, “*Buku Pedoman PLP*”, (Indonesia, 2023), 1.

- 2) Understand the academic, administrative, social, psychological, and physical settings of government and non-government organizations and schools.
- 3) Apply various professional teaching and managerial skills in a complete and integrated manner in schools/madrasas/agencies and the community
- 4) Develop personality and social aspects in the school and community environment.
- 5) Utilize various activity programs for pre-research and research, especially when preparing a thesis or final project.
- 6) Applying Science, Technology, and Art in a teamwork and interdisciplinary manner through education, teaching, and community service activities.
- 7) Increase student competence and creativity to keep working.

4. Lesson Plan

a. The Definition of Lesson Plan

The lesson plan is a teacher's guide for facilitating a lesson; it outlines what the teacher will teach in a given lesson and justifies why they are teaching it. Harmer (2007) considers a lesson plan a teaching preparation created based on the teachers' consideration of what will be appropriate for students and what the curriculum and syllabus expect them to do. Thus, lesson plans are an essential component in the learning process as they guide the flow of learning.

Permendikbud No. 65 of 2013 and PP No. 32 of 2013 both state that the lesson plan is a face-to-face learning activity plan for one or more meetings. Utilizing the syllabus as a guide, the lesson plan is created to help students accomplish their fundamental competencies. Each educator must prepare a complete and systematic lesson plan so that learning occurs in an interactive, inspiring, fun, challenging, and efficient manner, motivating students to participate actively and providing sufficient space for initiative, creativity, and physical and psychological development.

Based on the explanation above, lesson plans are designed to ensure that learning activities are well-organized, seamless, and of the highest Caliber.

b. Lesson Plan based on Kurikulum Merdeka

The name of lesson plan in *kurikulum Merdeka* is modul ajar.

Modul Ajar are learning tools or learning designs based on the curriculum applied to achieve predetermined competency standards²⁶.

Modul Ajar is essential for teachers to create effective lessons and educational resources. Teachers enhance their critical thinking abilities and innovative lesson plans. To improve classroom efficiency and effectiveness, teachers must enhance their pedagogical competence in lesson planning. Modern teaching methods prioritize achievement indicators as measures of accomplishment.

²⁶ Utami Maulidia,” Pengembangan Modul Ajar Berbasis Kurikulum Merdeka”, *Journal of tarbawi*, Vol. 5, No. 2, 2022.

Teachers have a crucial role in creating teaching modules for the *kurikulum Merdeka*. However, in practice, many teachers still lack an understanding of the methods involved in creating and organizing *modul ajar*. There are several differences between the naming terms contained in the aspects of lesson planning in this curriculum and the previous curriculum. Strengthening Character Education in the 2013 Curriculum is renamed the Pancasila Student Profile in the *Kurikulum Merdeka*. The 2013 Curriculum refers to per class, while the *Kurikulum Merdeka* refers to per phase²⁷. Below are the phases of the *Kurikulum Merdeka*:



picture 1 Phases in the Kurikulum Merdeka

Source: <https://www.myxxgirl.com/sexlist/fase-capaian-pembelajaran-dalam-kurikulum-Merdeka-mengenal-tingkatan.htm>.

Developing lesson plans in implementing the *Kurikulum Merdeka* can be done by creating a teaching preparation format in general, only including the type of character and competency that will be formatted in learning achievement²⁸. This format must be developed by the teacher itself, taking into account the various

²⁷ Dinn Wahyudin et al., *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024. 63.

²⁸ Mulyasa, "Implementasi Kurikulum Merdeka" (PT. Bumi Aksara, 2023), 76.

provisions and characteristics that students are expected to learn. The *modul ajar* is equipped with components that are the basis for preparation process. *modul ajar* components in the guide are needed for complete learning preparation. *modul ajar* components can be added according to subjects and needs.²⁹

The *module ajar* component is divided into 3 parts, namely Informasi Umum, Komponen Inti, and Lampiran.

1) Informasi Umum

a) Identitas Modul

Nama Penyusun

Satuan Pendidikan (Nama Sekolah)

Kelas / Fase

Mata Pelajaran

Alokasi Waktu (penentuan alokasi waktu yang digunakan adalah alokasi waktu sesuai dengan jam pelajaran di setiap kelas masing-masing).

Pertemuan Ke

Tahun Penyusun

b) Kompetensi Awal (pengetahuan / keterampilan yang perlu dimiliki siswa sebelum mempelajari topik tertentu).

c) Profil Pelajar Pancasila

d) Sarana dan Prasarana

²⁹ “Panduan Lengkap Penyusunan Modul Ajar Kurikulum Merdeka,” Among Guru, Juni 9, 2022, [Panduan Lengkap Penyusunan Modul Ajar Kurikulum Merdeka \(amongguru.com\)](https://amongguru.com/panduan-lengkap-penyusunan-modul-ajar-kurikulum-merdeka/).

e) Target Peserta Didik

f) Model Pembelajaran

2) **Komponen Inti**

a) Tujuan Pembelajaran

b) Pemahaman Bermakna (informasi tentang manfaat yang akan peserta didik peroleh setelah mengikuti proses pembelajaran).

c) Pertanyaan Pemantik (pertanyaan pemantik dibuat oleh guru untuk menumbuhkan ketertarikan dan kemampuan berpikir kritis dalam diri peserta didik yang selaras dengan materi pembelajaran)

d) Kegiatan Pembelajaran

a) Kegiatan awal

b) Kegiatan inti

c) Kegiatan penutup

e) Asesmen (digunakan untuk mengukur capaian pembelajaran di akhir kegiatan)

f) pengayaan dan remedial (pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara maksimal, sedangkan remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang).

3) Lampiran

- a) Lembar Kerja Peserta Didik
- b) Daftar Pustaka (sumber-sumber referensi yang digunakan dalam pengembangan modul ajar).

c. Pre-service Teachers' Difficulties in Designing Lesson Plan

Pre-service teachers have significant difficulties due to the curriculum changes, resulting in conceptual and practical difficulties in designing lesson plans. These changes require adapting the new curriculum and adjusting teaching techniques and strategies to match the desired curriculum objectives. Here are the difficulties:

- 1) Conceptual difficulties in understanding and implementing kurikulum Merdeka

Conceptual difficulties refer to difficulties in formulating learning objectives and outcomes due to a lack of understanding of the concepts required to design lesson plans. According to Anderson & Krathwohl, learning objectives should be designed in line with curriculum objectives, which means they should enable students to achieve the desired learning outcomes.³⁰

Teachers who lack an understanding of the learning outcomes in the new curriculum may find it challenging to formulate learning objectives. Popham states that a superficial understanding

³⁰ Lorin W. Anderson and David R. Krathwohl, eds., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Complete ed (New York: Longman, 2001), 352.

of learning outcomes can hinder teachers in determining relevant learning objectives.³¹

2) Practical difficulties in instructional design and implementation

Practical difficulties relate to the technical challenges of implementing concepts that have been understood in lesson planning. Here are some practical difficulties:

a) Selecting appropriate learning materials

The difficulty in selecting learning materials under learning objectives is one of the challenges in designing lesson plans. The selected material must be relevant to the learning objectives to be achieved. Learning objectives must be under the competency standards and basic competencies students must achieve. Therefore, the selected learning materials must really support the achievement in accordance with the competency standards, basic competencies, and indicators that have been set.³²

b) Choosing appropriate learning methods

The difficulty in choosing learning methods that are appropriate to students' needs often arises when implementing the differentiation approach; teachers are required to accommodate students' different levels of ability, learning

³¹ W. James Popham, *Transformative Assessment in Action: An inside Look at Applying the Process* (Alexandria, VA: ASCD, 2011).

³² Fernidia Br. Siburian and Dorlan Naibaho, "Mampu Memilih Dan Menentukan Bahan Pembelajaran," *Jurnal Magistra* 1, no. 4 (December 12, 2023): 48, <https://doi.org/10.62200/magistra.v1i4.53>.

styles, and interests to create effective learning. Each individual has different strengths and learning styles, which require different approaches to achieve learning outcomes³³. The kurikulum Merdeka emphasizes that the learning process must prioritize student's learning progress. Referring to the principle of learner-centered learning.³⁴

c) Use of appropriate learning media

Difficulties in using learning media in schools are often caused by a lack of existing facilities. Many schools lack the tools or technology needed, making it difficult for teachers to maximize learning media that can support the learning process. Lack of facilities and equipment can hinder learning and disrupt student interest.³⁵

d) Assessment strategies

The difficulty in designing affective assessment strategies is often a challenge, especially in ensuring that the assessments designed are able to achieve learning objectives and learning outcomes indicators. Constructivism theory in learning, states that producing something from what they learn, in other words,

³³ Marc H. Bornstein and Howard Gardner, "Frames of Mind: The Theory of Multiple Intelligences," *Journal of Aesthetic Education* 20, no. 2 (1986): 120, <https://doi.org/10.2307/3332707>.

³⁴ Dinn Wahyudin et al., *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024. 30.

³⁵ Uci Purnama Sari, Wanti Sulastri, and Chintya Dwi Oktapiani, "Meningkatkan Aksesibilitas Pembelajaran di Tengan Kendala Sumber Daya" 1, no. 8 (July 2024).

how to combine learning with practicing in their lives so that it is useful for the benefit³⁶. This shows that learning assessment is a result of what has been learned.

d. Strategies to Overcome Difficulties in Designing Lesson Plan

To overcome the difficulties in designing lesson plans, several strategies can be used. These strategies aim to overcome conceptual and practical difficulties for pre-service teachers. Here are the strategies to overcome:

- 1) Strategies to overcome Conceptual difficulties in understanding and implementing kurikulum Merdeka

A strategy that can be used in conceptual difficulties due to a lack of understanding of the concepts needed to design lesson plans, resulting in formulating learning objectives and outcomes, is to deepen understanding of curriculum objectives. In cognitive theory, learning is a process of effort involving mental activity that occurs in humans due to active interaction with the environment to gain more knowledge and understanding³⁷. And increase knowledge by consulting with more experienced teachers.

³⁶ Suparlan, "Teori Konstruktivisme dalam Pembelajaran," *ISLAMIKA* 1, no. 2 (July 31, 2019): 79–88, <https://doi.org/10.36088/islamika.v1i2.208>. 83.

³⁷ Nurhadi. "Teori Kognitivisme serta Aplikasinya dalam Pembelajaran". *Jurnal Edukasi dan Sains*. Vol. 2, No. 1 (Juni 2020). 77-95.

Experiential learning is one of the more influential works linking theory to actual practice.³⁸

2) Strategies to overcome practical difficulties in instructional design and implementation

Several strategies can be used to overcome practical difficulties related to the technical challenges of implementing concepts in learning. here are some strategies:

- a) Utilizing digital resources, including internet platforms and social media, to identify suitable learning references. Social learning theory was introduced by Albert Bandura (1977), who suggested that learning occurs through observation, imitation, and modelling and is influenced by factors such as attention, motivation, attitude, and emotion³⁹. This theory is related to using digital resources, learning through observation, and then imitation. According to Andri in Sinta Sugiarti at al., implementing the utilization of the internet as a learning resource through browsing (exploring the virtual world), searching (finding sources of learning materials), resourcing (internet to source learning materials), consulting and

³⁸ Linda H. Lewis and Carol J. Williams, "Experiential Learning: Past and Present," *New Directions for Adult and Continuing Education* 1994, no. 62 (June 1994): 5–16, <https://doi.org/10.1002/ace.36719946203>.

³⁹ Deri Firmansyah and Dadang Saepuloh, "Social Learning Theory: Cognitive and Behavioral Approaches" 1, no. 3 (2022), <https://10.55927/jiph.v1i3.2317>. 299.

communicating (consultation and communication)⁴⁰.

According to Nasution, the Internet provides benefits in all areas of business, academia (education), government, organizations, and others. Some of the benefits obtained from the internet among others: are interactive communication, access to experts and libraries, assisting research and science development knowledge, data exchange, and collaboration.⁴¹

- b) Seeking guidance from experienced teachers in their practicum schools. In this case, teachers have longer experience in designing lesson plans. Experiential learning is one of the more influential works linking theory to actual practice.⁴²

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⁴⁰ Sinta Sugiarti, Nurdin Hidayat, and Nur Fitria, "Pengaruh Pemanfaatan Internet sebagai Sumber Belajar terhadap Hasil Belajar pada Mata Pelajaran Ekonomi Kelas X IPS di SMA Al Azhar 3 Bandar Lampung Tahun Pelajaran 2022/2023," n.d.

⁴¹ Rimba Sastra Sasmita, "Pemanfaatan Internet Sebagai Sumber Belajar" Journal Pendidikan dan Konseling, Vol.2 No.1 (2020). 99-103.

⁴² Linda H. Lewis and Carol J. Williams, "Experiential Learning: Past and Present," *New Directions for Adult and Continuing Education* 1994, no. 62 (June 1994): 5-16, <https://doi.org/10.1002/ace.36719946203>.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used the qualitative research method; the researcher got the information they needed by employing qualitative research methods to understand and explore phenomena about pre-service English teacher difficulties. This is in line with the qualitative understanding according to Sharan B. and Marriam in Sugiyono's book: *Metode Penelitian Kualitatif*, stated that qualitative research is an approach that serves to explore and understand a central phenomenon⁴³. This research used a descriptive qualitative research method. Following the research objectives, this method produces descriptive results because this study explores the difficulties pre-service English teachers face in designing lesson plans on *kurikulum Merdeka* during their teaching practice.

B. Research Context

The *kurikulum Merdeka* in Indonesia introduces innovative and flexible teaching approaches, requiring teachers to design lessons focusing on students' needs and development. There are difficulties with this transformation, especially for pre-service teachers switching from the previous to the new curriculum. This research focuses on students of the English education study program at UIN KHAS Jember who have completed a microteaching course and teaching practicum in junior or senior high schools

⁴³ Sugiyono, *Metode Penelitian Kualitatif*, 3rd ed. (Bandung: Alfabeta CV, 2021). 4.

that have implemented the *kurikulum Merdeka*. During their teaching practicum, they faced difficulties in designing lesson plans due to the curriculum transition. This study provides insights into pre-service teachers' difficulties and strategies to support their adaptation to the *kurikulum Merdeka* by exploring these challenges.

C. Research Participants

The participants of this study were three pre-service English teachers at UIN KHAS Jember who completed a microteaching course and teaching practicum in the 2023/2024 academic years at junior or senior high schools that implemented the *kurikulum Merdeka*. They were selected as participants because they had direct experience designing lesson plans within the context of the curriculum transition. The participants were purposively selected based on the previously described preliminary research regarding their exposure to *kurikulum Merdeka* during teaching practicum and their involvement in overcoming challenges in adapting to the new curriculum. This purposive sampling ensured that the study focused on individuals who could provide relevant and insightful data on the difficulties in designing lesson plans.

There are reasons why researcher chose and determined the participants in this study: first, the researcher is one of the students who went through these difficulties, and the researcher is also conducting studies at UIN Khas Jember. Thus, the researcher can easily access or communicate with participants. Second, students who have filled out the questionnaire were distributed by the researcher as preliminary research. Third, the research

participants are pre-service English teachers who have designed more than 4 lesson plans (*modul ajar*) because according to their teaching practice time, which is carried out for 2 months with the demand of 2 lesson chapter, at least they have taught and designed lesson plans. The last is the pre-service English teachers who want to contribute to this research by signing the research agreement sheet that the researcher has made (informed consent), which is attached.

D. Data Collection Techniques

1. Semi-structured Interview

The first technique in this study for collecting the data is interview. Interviews in this study were used as a technique to obtain information for exploring in depth the problems to be studied from informants who match the criteria in this study. Esterberg, in Sugiyono's book, defined an interview as a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and the construction of meaning about a particular topic⁴⁴. The type of interview used by the researcher in this study is a semi-structured interview, which includes an in-depth interview by preparing several questions that will be asked to informants, and this is more flexible and open when it is implemented⁴⁵.

The steps that the researcher took during the interview included preparing interview guidelines (attached), asking questions to informants

⁴⁴ Sugiyono, *Metode Penelitian Kualitatif*, 3rd ed. (Bandung: Alfabeta CV, 2021). 144.

⁴⁵ Sugiyono, *Metode Penelitian Kualitatif*, 3rd ed. (Bandung: Alfabeta CV, 2021). 145.

based on the interview guide, and recording the interview. This interview aims to get more detailed and clear information about what pre-service teachers experienced designing lesson plans in teaching practicum. and this interview was conducted for approximately 45-60 minutes face to face, once for each informant and continued with questions via WhatsApp chat when further information was needed with the informant's consent that has been signed.

2. Document review

The second data collection technique in this study is document review. Documents are data sources that are utilized to complement research. In the form of written sources, films, pictures, or monumental work that include information gleaned from the research process⁴⁶. The document referred to here is the lesson plan sheet (*modul ajar*) that was made by the participants during the teaching practicum with the aim of exploring which difficulties the pre-service English teachers faced.

In the process of the interview, participants also presented the lesson plan in accordance with their viewpoint, including the challenges they had while designing the lesson plan and the strategies they employed to get beyond those challenges. The participants of this study have made more than 4 lesson plans so they can describe what they experienced when designing it. These lesson plans are attached to the data analysis as a document review of the interviews that have been conducted.

⁴⁶ Eko Murdiyanto, *Metode Penelitian Kualitatif* (Yogyakarta: Lembaga Penelitian dan Pengabdian pada Masyarakat UPN "Veteran" Yogyakarta Press, 2020).

E. Data Analysis

The data analysis in this study used thematic analysis to explore in detail the data that obtained by researcher to find interrelated patterns in this phenomenon and explain the extent to which the phenomenon occurs. According to Braun & Clarke in Hariyanto's book state that the thematic analysis is a way to analyze data with the aim to identify patterns or to find themes through the data that has been collected by the researcher⁴⁷. The steps that have been taken in this thematic analysis are described as follows:

1. Recognizing the data

To collect data for qualitative research, which used field note then be made a transcript and recordings conversation during interview as a data collection in this research to explore phenomenon from the informants' point of view, an in-depth examination of the meaning of the data is required.

2. Compiling codes (Coding)

The second step in the thematic analysis is coding, which can also be thought of as labeling. The researcher probably codes every piece of data in the transcripts throughout the coding process. This is not a problem because the researcher reviews all codes and determines which ones are relevant to the research and which ones are not. The code must be clearly written so that the researcher can better understand the meaning of each informant's statement. This step is considered complete if all data

⁴⁷ Heriyanto Heriyanto, "Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif," *Anuva* 2, no. 3 (November 22, 2018): 317, <https://doi.org/10.14710/anuva.2.3.317-324>.

is coded, which has the same meaning in a group. The researcher then names this group according to the contents of the code in the group.

3. Recognizing themes

The third step in the thematic analysis process is recognizing themes that align with the goals of the study. This theme explains the phenomenon's pattern that has been examined. The first step in determining the theme is determining the tentative theme. Tentative themes are determined based on the result of the researcher's observation of codes and groups that have similarities or differences in meaning. Groups that have similar meanings are collected into one group into tentative themes. During this step, the researcher looks back at the transcript of the interview and listens to the conversation recording to ensure that the data written there is consistent with the tentative themes created. Each of these tentative themes is compared with the other tentative themes to identify whether there are similarities, or differences, and even to find connections between one the and another. When the tentative themes are completed, each theme is recalculated based on its significance, relevance to the research question, and distinctiveness in the process of being organized into one theme.

F. Trustworthiness

In this study, validity and reliability tests were carried out to assess the validity and accuracy of the data generated. Trust in qualitative research is one of the qualities that involves credibility, transferability, reliability, and

confirmability⁴⁸. Based on this statement, Helvi Kyngäs suggests that reliability means consistent and reproducible findings⁴⁹. In this study, the researcher tried to describe all data collection details to ensure reliability and credibility. The result of this research data is based on interviews and document reviews. The interviewing researcher records audio during a conversation with participants and takes a small note to make it easier to analyze the data and document review is used to complement the information obtained from the interview, this document is in the form of lesson plans (*modul ajar*) during their teaching practice, then the data that has been generated is analyzed by thematic analysis. The researcher explained in detail related to the data obtained and the result of data analysis.

Meanwhile, credibility criteria were carried out by conducting a member check. Member check is the process of rechecking the data that has been obtained by the researcher to the data provider⁵⁰. The purpose is to determine the suitability of the data obtained by the researcher with the data provided by the data provider. If the data obtained is appropriate and agreed upon by the data provider, the data is declared valid⁵¹. The implementation of this member checking was after the data had been collected and concluded from the interview. The data can be declared valid if the informants of the

⁴⁸ Irene Korstjens and Albine Moser, "Series: Practical Guidance to Qualitative Research. Part 4: Trustworthiness and Publishing," *European Journal of General Practice* 24, no. 1 (January 1, 2018): 120–24, <https://doi.org/10.1080/13814788.2017.1375092>.

⁴⁹ Helvi Kyngäs, Maria Kääriäinen, and Satu Elo, "The Trustworthiness of Content Analysis," in *The Application of Content Analysis in Nursing Science Research*, ed. Helvi Kyngäs, Kristina Mikkonen, and Maria Kääriäinen (Cham: Springer International Publishing, 2020), 41–48, https://doi.org/10.1007/978-3-030-30199-6_5.

⁵⁰ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2021), 193.

⁵¹ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2021), 193.

interview agree with the data that the researcher has collected. The informants of the interview also be asked to sign an agreement letter so that the research results become more authentic. This is supported by the statement that “to pursue credibility is to involve informants (e.g., tutees, tutors, and program coordinators from a writing center) in verifying researcher’ interpretations after the fact. This has often been called member checking, where “member” refers to various participants in multiple roles within a given qualitative study”.⁵²



⁵² Stahl and King, “Understanding and Using Trustworthiness in Qualitative Research,” *JOURNAL of DEVELOPMENTAL EDUCATION*. Vol. 44, no. 1 (n.d.). 27.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This chapter discusses the findings of this study, which explored the difficulties of pre-service English teachers in designing lesson plans and how to overcome them in teaching practicum on *kurikulum Merdeka*. Data for this study were collected through interviews with three participants. The researcher used Indonesian to communicate with the participants to make communication run effectively and smoothly.

In the explanation of these findings, the researcher used thematic analysis. The thematic analysis results in conceptual difficulties in understanding and implementing the *kurikulum Merdeka* and practical difficulties in instructional design and implementation. From that difficulty, followed by an explanation of how the participant overcame it. For the explanation of this finding to have addressed research question 1 in the form of difficulties identified through thematic analysis, then continued with the explanation of finding research question 2 in the form of the participants overcoming each difficulty.

1. Conceptual Difficulties in understanding and implementing kurikulum Merdeka

Designing lesson plans based on the *kurikulum Merdeka* is a challenge for participants in this study, especially in understanding and

implementing the concepts in learning practices. Conceptual difficulties faced by participants are formulating learning objectives and outcomes

Based on the information obtained through interviews which were carried out with 3 participants on different days between 21-30th of July 2024 and analyzed by thematic analysis, the researcher found difficulties faced by pre-service English teachers when designing lesson plan (*modul ajar*) and how they overcame it during their teaching practicum, which can be reinforced by documents in the form of document reviews. Students have difficulty in understanding and applying the elements in the *kurikulum Merdeka*, especially in formulating learning objectives and achieving learning outcomes. This statement is based on interviews that have been conducted in Indonesian and translated into English as follows:

R : What challenges do you face in formulating clear and achievable learning objectives when designing lesson plans in the *kurikulum Merdeka*?

P1 : The challenges that I face in formulating the TP in accordance with the objectives of the *kurikulum Merdeka* are because the curriculum has the aim of making learning more fun and effective so I have to be a more creative teacher and also provide some updates in teaching media.⁵³

P2 : Maybe it's more about my lack of understanding of the *kurikulum Merdeka*, for TP, I adjust to the CP that is already in

⁵³ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

the student learning module in each chapter and I have to convey the learning objectives every time I enter the classroom to carry out learning. Therefore, it must be clear in the TP.⁵⁴

P3: Not being familiar with *kurikulum Merdeka* makes it difficult for me to determine the TP that is relevant to the material to be delivered because this TP is important for future learning guidelines.⁵⁵

From the excerpt, they are unaware of the *kurikulum Merdeka*. They are unable to comprehend the lesson plan. As well, learning based on this curriculum differs from learning based on the previous curriculum, which is still applied in the education of pre-service English teachers, making it challenging to formulate the TP (learning objectives) in *modul ajar* of *kurikulum Merdeka*. The first participant in formulating TP faced difficulty to be in line with the curriculum objectives that make learning more fun and effective, teachers are required to be more creative teachers.

Tujuan Pembelajaran

- Peserta didik dapat menebak judul *fairy tale* yang sesuai dengan gambar yang ditampilkan oleh guru.
- Peserta didik dapat mencari kosa kata dari bacaan yang telah disediakan, seperti: adj, verb, adverb.
- Peserta didik dapat mengucapkan kosa kata yang telah disediakan dengan *pronunciation* yang benar
- Peserta didik dapat mengisi kata rumpang dengan kata yang sesuai
- Membimbing, mengarahkan dan memberikan pengajaran eksplisit kepada peserta didik untuk mengembangkan keterampilan membaca untuk dapat lebih memahami isi cerita.
- Peserta didik dapat memahami generic structure dan language feature dari cerita "The Goose girl"
- Peserta didik dapat mencari dan mengenali ciri-ciri generic structure dan language feature dalam cerita "Sleeping beauty"
- Peserta didik dapat mengingat kembali tentang isi dari generic structure dan language feature
- Peserta didik mampu menjawab pertanyaan tentang cerita "sleeping beauty"
- Peserta didik mampu mencocokkan potongan kalimat yang ada di kolom sebelah kiri dengan kelanjutan dari potongan kalimat yang ada di kolom sebelah kanan tentang cerita "the goose girl"

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picture 2 First Participant's Learning Objectives (TP)

⁵⁴ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁵⁵ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

⁵⁶ SMAN 1 Jember, "First Participant's Modul ajar," 04th of November 2023.

The second participants experienced difficulties because she felt lack of understanding with this curriculum and in every lesson must also convey the learning objective for that day, The following are the learning objectives in the second participant lesson plan.

Tujuan Pembelajaran

1. Menganalisis dan menjelaskan grammar tentang *Reported speech* beserta contohnya pada sebuah video *conversation*.
2. Membuat kalimat *simple present* dan mengubah kedalam bentuk *Reported speech*.
3. Menganalisis jawaban secara interaktif sebagai bahan diskusi tentang materi yang telah dikerjakan secara individu.

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picture 3 Second Participant's Learning Objectives (TP)

As for the third participant, the difficulty experienced when formulating learning objectives was determining learning objectives relevant to the material to be delivered; she also felt unfamiliar with this curriculum, which is the main difficulty. This participant must create relevant learning objectives that can achieve learning outcomes with the material given at that time is narrative text. For learning objectives designed by this participant are below:

A. TUJUAN PEMBELAJARAN

1. TEXT

Reading and listening:

Students are able to connect and sequence events in an imaginative story.

Writing:

Students are able to rewrite an imaginative story

2. SPEAKING AND FUNCTIONS

Students are able to explain characters' action, feelings, and behavior in an imaginative story.

3. LANGUAGE

Narrative text

Past Tense using was and were

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picture 4 Third Participant's Learning Objectives (TP)

⁵⁷ SMAN 1 Jember, "Second Participant's Modul ajar," 08th of November 2023.

⁵⁸ MTsN 2 Banyuwangi, "Third Participant's Modul ajar," 31st of October 2023.

Therefore, they employ a few strategies, some of which are discussed below, to overcome the challenges they face when formulating the TP in lesson plans during teaching practice based on the results of the interviews that have been conducted.

R : Can you describe a specific strategy or approach you have used to overcome challenge in formulating clear and achievable learning objectives within the *kurikulum Merdeka*?

P1 : The strategy that I have used so far is to adjust the CP by looking for several references from Google, YouTube and including Instagram and TikTok.⁵⁹

P2 : I pay attention to Bloom's taxonomy, which is taught by English teacher there. I read first, then determine. Well, the reference is actually Bloom's taxonomy, which helps me formulate learning objectives (TP).⁶⁰

P3 : I try to understand the CP first and then formulate the TP by adjusting to the CP.⁶¹

Based on the interview excerpt above, the occurrence of pre-service English teachers' lack of understanding of the *kurikulum Merdeka* requires them to learn independently and seek knowledge about this curriculum, including the learning objectives contained in the *modul ajar*. The first participant adjusted the learning outcomes (CP) to formulate learning objectives (TP) and used the internet to search for references on

⁵⁹ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

⁶⁰ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁶¹ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

sites like Google, YouTube, and others in order to learn more about the *kurikulum Merdeka* and also adjust to the learning outcomes that way it can formulate learning objectives to achieve its learning outcomes, as for the learning objectives here.

Capaian Pembelajaran Fase F	
Elemen Menyimak - Membaca	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian- kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi.

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picture 5 First Participant's Learning Outcomes (CP)

The second participant utilizes Bloom's taxonomy given by an English teacher in practicum school, which identifies the beginning level of knowledge and comprehension before moving on to several kinds of steps that can successfully accomplish learning objectives, like the 4 student skills included in the learning outcomes (listening, speaking, reading, and writing). she looked at bloom's taxonomy given by the tutor (*guru pamong*) at the school when teaching practicum, and also adjusted to the needs according to the current learning material (fairly tale) to create a learning objective. As for Bloom's Taxonomy given by the tutor this participant as a guideline to create learning objectives is below:

⁶² SMAN 1 Jember, "First Participant's Modul ajar," 04th of November 2023.

KATA KERJA OPERASIONAL (KKO) EDISI REVISI TEORI BLOOM

RANAH KOGNITIF

MENGINGAT (C1) Mengetahui Misalnya: istilah, fakta, aturan, urutan, metoda	MEMAHAMI (C2) Menerjemahkan, Menafsirkan, Menentukan ... Misalnya: metode, prosedur Memahami ... misalnya: konsep, kaidah, prinsip, kaitan antara, fakta, isi pokok. Mengartikan Menginterpretasikan ... misalnya: tabel, grafik, bagan	MENERAPKAN (C3) Memecahkan masalah, Membuat bagan/grafik, Menggunakan ... misalnya: metoda, prosedur, konsep, kaidah, prinsip	MENGANALISIS (C4) Mengenal kesalahan Memberikan ... misalnya: fakta- fakta, Menganalisis ... misalnya: struktur, bagian, hubungan	MENGEVALUASI (C5) Menilai berdasarkan norma internal ... misalnya: hasil karya, mutu karangan, dll.	MENCIPTAKAN (C6) Menghasilkan ... misalnya: klasifikasi, karangan, teori Menyusun ... misalnya: laporan, rencana, skema, program, proposal
1	2	3	4	5	6
Menemukenali (identifikasi) Mengingat kembali Membaca Menyebutkan Melafalkan/melafaskan Menuliskan Menghafal Menyusun daftar Menggarisbawahi Menjodohkan Memilih Memberi definisi Menyatakan dll	Menjelaskan Mengartikan Menginterpretasikan Menceritakan Menampilkan Memberi contoh Merangkum Menyimpulkan Membandingkan Mengklasifikasikan Menunjukkan Menguraikan Membedakan Menyadur Meramalkan Memperkirakan Menerangkan Menggantikan	Melaksanakan Mengimplementasikan Menggunakan Mengonsepan Menentukan Memproseskan Mendemonstrasikan Menghitung Menghubungkan Melakukan Membuktikan Menghasilkan Memperagakan Melengkapi Menyesuaikan Menemukan Dil	Mendiferensiasikan Mengorganisasikan Mengatribusikan Mendiagnosis Memerinci Menelaah Mendeteksi Mengaitkan Memecahkan Menguraikan Memisahkan Menyeleksi Memilih Membandingkan Mempertentangkan Menguraikan Membagi	Mengecek Mengkritik Membuktikan Mempertahankan Memvalidasi Mendukung Memproyeksikan Memperbandingkan Menyimpulkan Mengkritik Menilai Mengevaluasi Memberi saran Memberi argumen- tasi Menafsirkan Merekomendasi	Membangun Merencanakan Memproduksi Mengkombinasikan Merangang Merekonstruksi Membuat Menciptakan Mengabstraksi Mengkategorikan Mengkombinasikan Mengarang Merancang Menciptakan Mendesain Menyusun kembali Merangkaikan

Menarik kesimpulan Meringkas Mengembangkan Membuktikan Dil.	Membuat diagram Mendistribusikan Menganalisis Memilah-milah Menerima pendapat Dil.	Memutuskan Dil.	Menyimpulkan Membuat pola Dil.
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picture 6 Second Participant's Bloom Taxonomy

While for the third participant tries to understand the learning outcomes first to formulate learning objectives because the learning outcomes themselves are already listed in each student learning material and these learning objectives are made to be able to achieve the learning outcomes. Below are the learning outcomes contained in the third participant lesson plan.

⁶³ SMAN 1 Jember, "Second Participant's Bloom Taxonomy," 08th of November 2023.

Elemen	Diskripsi
Menyimak Berbicara	- Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana
Membaca Memirsa	- Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis Mempresentasikan	- Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

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picture 7 Third Participant's Learning Outcomes

In formulating these learning objectives, the participants had difficulty so that they could be aligned with the learning materials and could achieve the learning outcomes that had been set. Based on the difficulties described above, they also use several ways to overcome them by seeking information and knowledge about the learning objectives of the *kurikulum Merdeka*, adjusting the learning outcomes that exist in each learning material, and also by using Bloom's Taxonomy given by the tutor (*guru pamong*) as a guide.

In addition, the learning outcomes themselves are defined in each learning chapter. Teachers do not need to formulate their own learning

⁶⁴ MTsN 2 Banyuwangi, "Third Participant's Modul ajar," 31st of October 2023.

outcomes but are required to make students achieve these learning outcomes.

2. Practical Difficulties in Instructional Design and Implementation

Instructional design and implementation are difficult for pre-service English teachers, *including* selecting appropriate materials, methods, media, and assessment strategies, but they also have various strategies to overcome it.

a. Selecting Appropriate Learning Materials

Selecting the learning materials are not too difficult for them because each phase has determined the learning material, so the learning material is already contained in the student learning book (task book) and the teacher's handbook. The information that the researcher obtained through the interview is below:

R : What are the obstacles faced when choosing learning materials to suit the *kurikulum Merdeka* and also in accordance with the TP and CP?

P1 : It was difficult to choose the teaching materials, but not as difficult as making the TP (learning objectives) in this module *ajar*.⁶⁵

P2 : I have no difficulty because there is already a pdf book from the school, but the difficulty for me is to develop the material in order to achieve learning objectives, so that it is not

⁶⁵ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

monotonous, always referring to the pdf book.⁶⁶

P3 : I think it is not difficult to choose, but I have difficulty in developing the learning material to achieve learning objectives⁶⁷

Based on the interview conversation above, pre-service English teachers do not find it difficult to choose their learning materials because the learning materials are already in the learning books (task book) in each phase and grade level, respectively. It was just that they had difficulty in developing existing learning materials so that they could be understood by students and under the learning objectives and learning outcomes. As continued interview conversation below:

R : How do you overcome the difficulty of selecting and developing learning materials that are appropriate to the TP and CP?

P1 : I use several media to help overcome my difficulties by looking for references to learning materials that are appropriate to the chapter at that time.⁶⁸

P2 : I am looking for suitable and interesting references to achieve students understanding of the materials.⁶⁹

P3 : First, I am looking at the learning material to adjust to the TP and CP, then I also look for references from the internet and

⁶⁶ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁶⁷ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

⁶⁸ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

⁶⁹ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

ask for guidance from supervising teacher (guru pamong).⁷⁰

Pre-service English teachers utilize a variety of strategies to develop existing material during PLP (teaching practice) to make learning materials understandable to pupils. For example, in the interview conversation above, the first participant used several learning media by looking for references to learning materials according to the learning chapter at that time. This will be further explained at the next point of application of learning media and will be included in the appendix of this study. Below is the first participant use several learning media from the internet, which is used to help develop learning materials so that they can be conveyed well and are listed in the *modul ajar*:

Media, Sarana & Prasarana

- | | | |
|-----------------------|----------------------------|----------------------------------|
| 1. Gawai | 4. Buku Teks | 7. Handout materi |
| 2. Laptop/Komputer PC | 5. Papan tulis/White Board | 8. Infokus/Proyektor/Pointer |
| 3. Akses Internet | 6. Lembar kerja | 9. Referensi lain yang mendukung |

Picture 8 First Participant's Learning Media

The second participant used a way to find suitable and interesting learning references to help the student understand the learning material as described in the strategies used to achieve the value of learning outcomes and for the material listed in the 13th appendix. The third participant overcame these difficulties in developing learning materials by looking at and observing learning

⁷⁰ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

⁷¹ SMAN 1 Jember, "First Participant's Modul ajar," 04th of November 2023.

materials that are already in student learning books (task book) by adjusting to the TP and CP, then looking for sample references from the internet, and also asking the English teacher at the school for guidance (*guru pamong*) and for the material also listed in the 13th appendix.

Choosing learning materials is not difficult for pre-service English teachers because they are already existing in the student learning book and the teacher's handbook that has been provided. These pre-service English teachers only need to develop the learning material. In this case, they use several ways to overcome it; the first participant looks for learning media references that are in accordance with the material on the internet, and the second participant uses interesting learning and certainly in accordance with the material. The third participant looked for references to examples of learning materials to develop the material presented and asking guidance from experienced teacher in her practicum school

b. Choosing Appropriate Learning Methods

In designing the lesson plan (*modul ajar*), there are also learning methods used in the classroom. It is challenging for pre-service English teachers to determine which teaching strategies would be most effective for students given the *kurikulum Merdeka's* emphasis on active learning and variety of learning styles (differentiated learning).

R : What challenges do you faced when selecting and applying teaching methods that promote active learning and student-centered approaches in the context of the *kurikulum Merdeka*?

P1 : I find it difficult to determine learning methods because learning this *kurikulum Merdeka* uses a student-centered approach, so I find suitable methods that can excite students to learn.⁷²

P2 : The challenges I faced in choosing teaching methods that are interesting and suitable for the material at that time.⁷³

P3 : The challenges are choosing learning methods that are in accordance with the curriculum and can achieve TP and CP.⁷⁴

Based on the excerpts of the interview conversation above, it can be concluded that pre-service English teachers have difficulty choosing and applying learning methods that are in accordance with the *kurikulum Merdeka* and are suitable for learning materials at that time because they also lack understanding of the application of the curriculum which they have never learned before teaching practice.

The first participant feels difficulty because this curriculum uses a student-centered approach, so she finds it difficult to choose and determine the appropriate learning methods that will be applied in the classroom and make students excited about learning. For the second participant, it is challenging to adapt learning methods to the

⁷² 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

⁷³ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁷⁴ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

learning material. The third participant finds it difficult to choose learning methods that are under the curriculum and can achieve learning objectives and learning outcomes.

However, to overcome these difficulties, pre-service English teachers also learn and look for suitable learning methods to be applied when teaching practice, as will be explained below:

R : How to overcome the challenges in choosing learning methods and adjusting to the different learning styles of students that characterize learning in the *kurikulum Merdeka*?

P1 : I am looking for learning references that are in accordance with the material and suitable for students of that class at the time of my PLP coincidentally at that time I got the opportunity to deliver fairy tale material so I chose a learning method that was suitable for them by watching movies according to the material that was trending among them so that they wanted to learn.⁷⁵

P2 : I look for references on social media such as TikTok and also from the internet about learning methods that are in accordance with the material and by paying attention to some students who are less able to understand the material so that I explain it again until they understand it.⁷⁶

⁷⁵ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

⁷⁶ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

P3 : I am Looking for references to interesting learning methods on the internet such as TikTok, YouTube and so on and which I think are effective for learning 7th grade junior high school students Although I apply group learning, in that group I must get a part to write the material at that time, namely narrative text by changing writing from there I understand the abilities of students and students who are less able to I explain the material again.⁷⁷

Pre-service English teachers only need to develop the existing material to ensure correct delivery and achievement of the TP and CP for a variety of students' learning styles (differentiated learning). This is because the material is already required to be supplied to students. The first participant looked for references that were in accordance with the material and suitable with students in the class; she was looking for a learning method that would attract students to learn, so she used a learning method by watching a movie that was in accordance with the material at that time.

Model Pembelajaran

Model Pembelajaran	: Discovery Learning
Metode Pembelajaran	: Menjawab, Menganalisis , dan Diskusi
Media	: PPT , e-book , Buku paket, fairy tale's movie.

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picture 9 First Participant's Learning Method

The second participant looking for references from TikTok and the internet about learning methods that are suitable for the material at

⁷⁷ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

⁷⁸ SMAN 1 Jember, "First Participant's Modul ajar," 04th of November 2023.

that time and not forgetting to pay more attention to students who are deemed to have abilities.

Model dan Metode Pembelajaran

Model Pembelajaran : Discovery Learning (student center), TGT (Teams Games Tournament)

Metode Pembelajaran : Menganalisis, menjelaskan, membuat kalimat dan menjawabnya secara individu .

Media : PDF Book Bahasa Inggris Tingkat Lanjut Kelas XI

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picture 10 Second Participant's Learning Method

The third participant also looks for references to interesting learning methods from social media that are effective for use in grade 7th of junior high school and also suitable for the learning material. She applies a group learning model that can help him to know the abilities of each individual student so that he can pay more attention to students who do not understand the material at that time and also seek guidance from the tutor (*guru pamong*). As below

F. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

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picture 11 Third Participant's Learning Methods

use social media and the internet to find references for learning methods. This helps them to overcome the challenge of creating learning materials that adapt to different learning styles of students and is very helpful for them to provide more understanding of this

⁷⁹ SMAN 1 Jember, "Second Participant's Modul ajar," 08th of November 2023.

⁸⁰ MTsN 2 Banyuwangi, "Third Participant's Modul ajar," 31st of October 2023.

curriculum. Then, the following explanation will be given for the steps they used:

R : What steps have you taken to accommodate different learning styles and preferences among students while implementing teaching methods in the *kurikulum Merdeka*?

P1 : First, I approach the students so that I know what their interests are and choose a learning method that suits their interests.⁸¹

P2 : I use group learning so that I know the different abilities of understanding in learning.⁸²

P3 : As I explained earlier, I apply group learning, then I know the students' abilities and I focus on students who are less able to understand the material.⁸³

Like the conversation above pre-service English teachers look for references to learning methods through various social media such as TikTok, YouTube, and others. To adapt to the different learning styles of students, the first participant happened to get material about fairy tales so she was looking for learning methods that were suitable for application in that class. She used videos about fairy tales so that students were interested and received learning well, then the steps to overcome the differences in student learning, pre-service English teachers approach students so that they know students' preferences.

⁸¹ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

⁸² 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁸³ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

according to her the learning method of watching movies/videos in accordance with the material is suitable method to be applied. Similar to the first participant, the second participant searched the internet for references to learning methods and strategies that she could use with the students in the classroom. She conducts group learning sessions as a picture in the strategies for achieving CP (pictures 3 and 4); she pays attention to each student so that those who are less capable of understanding the material will be given another chance to understand it. The third participant used “change writing” to apply learning in accordance with the teaching material, particularly narrative text so that the pre-service English teacher was aware of each student’s level and could focus more on students who struggled to understand the material. The learning media that are used for “change writing” will be discussed in more detail in the explanation that follows.

Thus, in formulating this learning method, pre-service English teachers must also accommodate the different learning styles of students in order to achieve their learning outcomes as the *kurikulum Merdeka* characterized, namely differentiated learning. They have difficulty selecting interesting learning methods that are appropriate to the material and can achieve the learning outcomes. Due to their lack of understanding of learning on this curriculum, they search the internet and other social media for references to engaging teaching strategies and adjusting the learning material. Meanwhile, to overcome

students' different learning styles, the first participant looks for students' interests and applies learning methods that can make students interested in learning. The second and third participants apply group learning by paying attention to the abilities of each student and then providing more understanding to students deemed less able to capture the material provided.

c. Use of Appropriate Learning Media

One of the challenges experienced by pre-service English teachers during their teaching practice (PLP) is choosing and utilizing the learning media that are included in the design of the *modul ajar*. Such as the information obtained by the researcher below:

R : Do you have difficulty in determining various forms of learning media to enhance learning experiences within the *kurikulum Merdeka*?

P1 : I feel not too difficult.⁸⁴

P2 : Yes, I sometimes have difficulty in choosing and finding videos/film that are suitable for them and in align with the learning material when teaching practice (PLP).⁸⁵

P3 : Yes, because of the lack of facilities at school.⁸⁶

In the challenge of choosing and utilizing learning media is not due to curriculum transition factors but due to personal factors of pre-

⁸⁴ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

⁸⁵ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁸⁶ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

service English teachers. The first participant did not experience any difficulties in choosing and utilizing learning media because the school already provides it, while the second and third participants had difficulty. The second participant had difficulty in choosing videos/films as learning media that are suitable and aligned with the learning material. Meanwhile, the third participant found it challenging to utilize learning media because in the school where she completed her teaching practicum lacked the required facilities, making it challenging for pre-service English teacher.

As shown in the excerpt of the interview conversation below, they seek ways of solving the challenges they faced:

R : How do you select, utilize, and evaluate the effectiveness of learning media?

P1 : I am looking for their interests, and I can conclude that by providing learning through movies suitable for the material (fairy tale), I can evaluate the effectiveness of learning media in two ways: the first is formative when learning activities take place, and the second is summative when one chapter is completed.⁸⁷

P2 : First, I look for a movie that suits the material the if I do not find it, I replace it with another fairy tele story according to the material. To evaluate the learning media, I used the formative

⁸⁷ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

by giving questions in each chapter and at the end of the lesson, I also asked about their understanding of the material.⁸⁸

P3 : I look for pictures on the internet and then given a narrative text story underneath, and I print it out to share with students and I also evaluate the effectiveness of the teaching media because actually I wanted to show videos but due to lack of facilities at the school, I replaced it with pictures/photos and also asking a few questions at the end of the lesson.⁸⁹

For the learning media, the first participant looked for students' favorite at that time, and watching movies was one of their favorites. Hence, the first participant applied the learning material of the PLP by watching movies that were under the material and evaluating the effectiveness of the learning media by giving several questions at the end of the lesson as a formative assessment and summative assessment at the end of each chapter.

The second participant also used movies as learning media and reading texts such as stories about the learning material (list in the 13th appendix). To evaluate the learning media, she used formative assessment by asking several questions to measure understanding of the learning material.

⁸⁸ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁸⁹ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

Media, Sarana & Prasarana

1. LCD/Projector
2. Laptop/Komputer
3. Papan Tulis, Spidol, dan Penghapus
4. Internet
5. Kertas HVS

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picture 12 Second Participant's Learning Media

The third participant used images from the internet that she had downloaded with the reading text (narrative text is in the 13th appendix), which she printed out and gave to each student because the PLP learning media, like electronic devices, were insufficient at the school. She also evaluated the effectiveness of learning media because, at first, she wanted to show a video about narrative but due to the lack of facilities, she replaced it using paper in the form of pictures with narrative stories underneath and asked a few questions at the end of the lesson to determine students' understanding of the material.

D. SARANA DAN PRASARANA

- | | |
|------------------------|-----------------------------|
| 1. Gawai | 5. Papan Tulis |
| 2. Laptop/ Komputer PC | 6. Handout materi |
| 3. Internet | 7. Proyektor |
| 4. Buku Teks | 8. Referensi yang mendukung |

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picture 13 Third Participant's Learning Media

The above are the difficulties experienced by pre-service teachers when choosing and evaluating learning media in lesson plans (*modul ajar*) when they teach the practice in schools that have implemented kurikulum *Merdeka*. The first participant did not find it difficult to choose learning media; the second participant sometimes

⁹⁰ SMAN 1 Jember, "Second Participant's Modul ajar," 08th of November 2023.

⁹¹ MTsN 2 Banyuwangi, "Third Participant's Modul ajar," 31st of October 2023.

found it difficult to choose videos/ movies that were suitable for the material. The third participant experienced difficulties because the school where she taught practice lacked facilities. Regarding the difficulties they faced, they looked for learning media that were under the material in the form of video/ films and images that could develop the learning material; they also evaluated the learning media at the end of the lesson.

d. Assessment Strategies

In the *modul ajar*, a learning assessment design is included after the design of learning objectives (TP), learning outcomes (CP), teaching materials, learning methods, and learning media. As previously mentioned, these pre-service English teachers experienced a curriculum transition, so they are also unfamiliar with the differences in implementing the *kurikulum Merdeka*, particularly in the assessment strategies.

R : Did you find it difficult to design the assessment to achieve the TP and CP?

P1 : I do not think it is too difficult because I have seen the students' abilities so that I can make the assessment.⁹²

P2 : Yes, it is challenging because even I do not really understand the *kurikulum Merdeka* and also, indeed there are many assessments in this curriculum according to the elements in the

⁹² 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

learning outcomes (CP).⁹³

P3 : I feel the difficulty is more about adjusting to the objectives of the *kurikulum Merdeka* and being able to achieve the learning outcomes (CP).⁹⁴

Pre-service English teachers find it difficult to design learning assessments because they experience confusion and also many assessment criteria that must be achieved, such as the elements in the learning outcomes. The first participant did not find it difficult to design a learning assessment because she knew the ability of each student, so she could easily assess student learning according to their ability. there is also an assessment format in accordance with the learning outcomes in the lesson plan. The second participant has difficulty because she does not really understand this curriculum and also adjusts to the element of learning outcomes that must be achieved.

Below is the second participant learning assessment contained in the lesson plan (*modul ajar*).

⁹³ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁹⁴ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

Asesmen (Penilaian)

Bentuk penilaian : individu

Jenis Asesmen	Deskripsi
Assessment as Learning/Penilaian Proses	1. Observasi: Guru melakukan pendampingan dan penilaian saat peserta didik melakukan kegiatan menganalisis grammar dari video <i>conversation</i> dan membuat kalimat simple present dan menganalisis jawaban pada saat game berlangsung. 2. Hasil jawaban analisis grammar pada video <i>conversation</i> dan juga hasil jawaban dari mengubah kalimat simple present kedalam bentuk <i>Reported speech</i> pada saat game berlangsung.
Assessment for Learning	Tes performa speaking text: Peserta didik diminta membacakan hasil jawaban dalam video <i>conversation</i> dan juga hasil jawaban dari mengubah kalimat simple present kedalam bentuk <i>Reported speech</i> pada saat game berlangsung.

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picture 14 Second Participant's Learning Assessment

The third participant also has difficulty in designing learning assessments in *modul ajar* in adjusting the standard curriculum and can achieve the learning objectives. However, based on the difficulties they have mentioned above, they find solutions to overcome the difficulties. Below is an explanation on how to get overcome these obstacles:

R : What strategies do you use to design the assessment?

P1 : By knowing the students' abilities in advance so that they can design the assessment in accordance with the CP.⁹⁶

P2 : For designing the assessment, there is already a format from the curriculum, so I just adjusted it to the CP.⁹⁷

P3 : I looking for examples of assessment in the learning based on this curriculum and adjusting to the elements in the CP.⁹⁸

⁹⁵ SMAN 1 Jember, "Second Participant's Modul ajar," 08th of November 2023.

⁹⁶ 1st participant, interviewed by the researcher, Jember, 24th of July, 2024.

⁹⁷ 2nd participant, interviewed by the researcher, Jember, 25th of July, 2024.

⁹⁸ 3rd participant, interviewed by the researcher, Jember, 28th of July, 2024.

The strategies they used to design assessments to determine learning achievements are by adjusting the CP and the format in the lesson plan with various achievement elements, as well as formative and summative assignments, as explained above, which are also an assessment of student learning. The first participant was known for the student's ability to adjust the learning outcomes (CP) for designing lesson plans according to the assessment format of the curriculum. Likewise, the second and third participants also adjusted to the learning outcomes (CP) and looking for examples of assessments of learning in this curriculum. As for the learning, the assessment is listed in the appendix at the end of this paper.

The learning assessment itself has its own table in accordance with the elements of learning outcomes. In this case, pre-service English teachers design learning assessments according to this format: formative assessment is carried out during the learning process, and summative assessment is carried out at the end of the semester or the end of the chapter of learning material.

B. DISCUSSION

In this part of the research, the researcher can discuss pre-service English teachers' difficulties in designing lesson plans during teaching practicum on *kurikulum Merdeka*. The data collected for this study is analyzed through thematic analysis. There are 2 findings themes: 1) Conceptual

difficulties in understanding and implementing *kurikulum Merdeka*, and 2) Practical difficulties in instructional design and implementation.

Regarding conceptual difficulties, the pre-service English teachers in this study lack an understanding of the concepts required to design lesson plans. They find it difficult to formulate learning objectives due to their lack of understanding of curriculum objectives. According to Anderson & Krathwohl, learning objectives should be designed in line with curriculum objectives, which means they should enable students to achieve the desired learning outcomes⁹⁹. Participants in this study are less familiar with the current curriculum, making it difficult to achieve the component of the learning outcomes and formulating learning objectives. Teachers who lack an understanding of the learning outcomes in the new curriculum may find it challenging to formulate learning objectives. Popham states that a superficial understanding of learning outcomes can hinder teachers in determining relevant learning objectives.¹⁰⁰

Based on the difficulties they experienced, participants in this study sought to deepen their understanding of the new curriculum to formulate learning objectives by adjusting the elements of learning outcomes. This is supported by cognitive theory. In cognitive theory, learning is a process of effort involving mental activity that occurs in humans due to active interaction

⁹⁹ Lorin W. Anderson and David R. Krathwohl, eds., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Complete ed (New York: Longman, 2001), 352.

¹⁰⁰ Popham, *Transformative Assessment in Action*.

with the environment to gain more knowledge and understanding¹⁰¹. And increase knowledge by consulting with more experienced teachers. Experiential learning is one of the more influential works linking theory to actual practice.¹⁰²

Furthermore, participants in this study experienced practical difficulties in selecting appropriate learning materials that can achieve learning objectives. According to Ferdinia and Dorlan, learning objectives must be under the competency standards and basic competencies students must achieve. Therefore, the selected learning materials must support the achievement in accordance with the competency standards, basic competencies, and indicators that have been set¹⁰³. Then, to overcome this, they look for reference appropriate learning materials through digital resources. This is also supported by Ardin in Sugiarti et al., implementing the utilization of the internet as a learning resource through browsing (exploring the virtual world), searching (finding sources of learning materials), resourcing (internet to source learning materials), consulting and communicating (consultation and communication)¹⁰⁴. They also seek guidance from experienced teacher in their practicum schools because the teacher has

¹⁰¹ Nurhadi. "Teori Kognitivisme serta Aplikasinya dalam Pembelajaran". *Jurnal Edukasi dan Sains*. Vol. 2, No. 1 (Juni 2020). 77-95.

¹⁰² Linda H. Lewis and Carol J. Williams, "Experiential Learning: Past and Present," *New Directions for Adult and Continuing Education* 1994, no. 62 (June 1994): 5–16, <https://doi.org/10.1002/ace.36719946203>.

¹⁰³ Fernidia Br. Siburian and Dorlan Naibaho, "Mampu Memilih Dan Menentukan Bahan Pembelajaran," *Jurnal Magistra* 1, no. 4 (December 12, 2023): 48, <https://doi.org/10.62200/magistra.v1i4.53>.

¹⁰⁴ Sinta Sugiarti, Nurdin Hidayat, and Nur Fitria, "Pengaruh Pemanfaatan Internet sebagai Sumber Belajar terhadap Hasil Belajar pada Mata Pelajaran Ekonomi Kelas X IPS di SMA Al Azhar 3 Bandar Lampung Tahun Pelajaran 2022/2023," n.d.

longer experience in designing lesson plans. This is supported by Lewis and Williams; Experiential learning is one of the more influential works linking theory to actual practice.¹⁰⁵

In addition, participants in this study experienced difficulty choosing appropriate learning methods. They had difficulty choosing learning methods that could be used by students of different learning abilities and an interest learning to achieve learning outcomes. Each individual has different strengths and learning styles, which require different approaches to achieve learning outcomes¹⁰⁶. They also find it difficult to choose learning methods that are in accordance with the curriculum. This is supported by Wahyudin *et al.*; the kurikulum Merdeka emphasizes that the learning process must prioritize student's learning progress. Referring to the principle of learner-centered learning¹⁰⁷. Based on these difficulties, they use a variety of digital resources such as the Internet, TikTok, YouTube, and other social media. This is supported by the social learning theory introduced by Albert Bandura (1977), who suggested that learning occurs through observation, imitation, and modelling and is influenced by attention, motivation, attitude, and emotion¹⁰⁸. This theory is related to using digital resources, learning through observation, and then imitation.

¹⁰⁵ Linda H. Lewis and Carol J. Williams, "Experiential Learning: Past and Present," *New Directions for Adult and Continuing Education* 1994, no. 62 (June 1994): 5–16, <https://doi.org/10.1002/ace.36719946203>.

¹⁰⁶ Marc H. Bornstein and Howard Gardner, "Frames of Mind."

¹⁰⁷ Dinn Wahyudin *et al.*, *Kajian Akademik Kurikulum Merdeka* (Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024. 30.

¹⁰⁸ Deri Firmansyah and Dadang Saepuloh, "Social Learning Theory: Cognitive and Behavioral Appromaraches." 299.

Subsequently, participants in this study experienced difficulty of the use of appropriate learning media. When teaching practice in one of the schools, there is a lack of adequate facilities and in accordance with the learning materials at that time. This makes it difficult for the to use learning media. Lack of facilities and equipment can hinder learning and disrupt student interest¹⁰⁹. To overcome this, they use learning media by utilizing internet sources and other media platforms in the form of images or videos that are relevant to the learning material. this is supported by Andri in Sinta Sugiarti *et al.*, implementing the utilization of the internet as a learning resource through browsing (exploring the virtual world), searching (finding sources of learning materials), resourcing (internet to source learning materials), consulting and communicating (consultation and communication).¹¹⁰

Lastly, the participants in this study experienced difficulty in the assessment strategy; this assessment is formative, which is done during the learning process and summative, which is done at the end of the chapter. This is supported by the constructivist theory in learning, which states that producing something from what they learn, in other words, how to combine learning with practicing in their lives so that it is useful for the benefit¹¹¹. This show that learning assessment is a result of what has been learned. To

¹⁰⁹ Uci Purnama Sari, Wanti Sulastri, and Chintya Dwi Oktapiani, "Meningkatkan Aksesibilitas Pembelajaran di Tengan Kendala Sumber Daya" 1, no. 8 (July 2024).

¹¹⁰ Deri Firmansyah and Dadang Saepuloh, "Social Learning Theory: Cognitive and Behavioral Approaches." 299.

¹¹¹ Suparlan, "Teori Konstruktivisme dalam Pembelajaran," *ISLAMIKA* 1, no. 2 (July 31, 2019): 79–88, <https://doi.org/10.36088/islamika.v1i2.208>. 83

overcome this difficulty, they look for examples of assessment in the form of formative and summative through the internet and then adjust to the learning outcomes. This is also supported by Nasution, the Internet provides benefits in all areas of business, academia (education), government, organizations, and others. Some of the benefits obtained from the Internet, among others, are interactive communication, access to experts and libraries, assisting research and science development knowledge, data exchange, and collaboration.¹¹²

Event through this study provides information about the difficulties experienced by pre-service English teachers in designing lesson plans based on *kurikulum Merdeka* during teaching practice and various ways to overcome these difficulties. However, this research has limited time and information on how to overcome these difficulties. Firstly, this research was conducted in a limited time. The teaching practice that pre-service English teachers carry out is only 2 months, so it did not provide a significant solution to overcome those difficulties in designing lesson plans. Further research suggested that educators who have effectively incorporated learning of *kurikulum Merdeka* for a longer period and may offer solutions for the difficulty experienced. Secondly, by aligning the curriculum provided in the teaching practice preparation courses with the actual classroom teaching practice course, pre-service teachers will be able to understand the knowledge and be prepared to implement teaching practice, particularly when designing their lesson plans.

¹¹² Rimba Sastra Sasmita, "Pemanfaatan Internet Sebagai Sumber Belajar". *Journal Pendidikan dan Konseling*, Vol.2 No.1 (2020). 99-103.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion of this study that pre-service English teachers of UIN Khas Jember experienced difficulties in designing lesson plans during teaching practicum in September – November 2023 in the junior or senior high schools that have implemented *kurikulum Merdeka*. The difficulties they experienced were due to the curriculum transition between microteaching courses and teaching practice; in microteaching courses, they were still implementing the 2013 curriculum, while during teaching practice, they were immediately faced with the *kurikulum Merdeka* so they felt shocked and did not understand the application of learning in the *kurikulum Merdeka*, especially in designing lesson plans.

The difficulties they faced in designing lesson plans are: 1). Conceptual difficulties in understanding and implementing *kurikulum Merdeka*, they find it difficult to formulate learning objectives and maintain the values of learning outcomes that have been assigned to the learning materials in each phase of the grade level; to overcome difficulties in formulating learning objectives and outcomes, the pre-service English teachers sought to deepen their understanding of curriculum objectives and consulted to the experienced teacher, in this case, is tutor (*guru pamong*). 2). Practical difficulties in instructional design and implementation: pre-service English teachers find it difficult selecting appropriate learning materials, methods,

media, and assessment strategies. To overcome these difficulties, pre-service English teachers seek more knowledge and some references from digital resources, including the Internet and social media such as TikTok, YouTube, and others, by aligning learning objectives and learning outcomes, also asking for guidance from experienced teachers in their practicum schools.

These findings underscore the critical need for enhanced pedagogical preparation programs that specifically target the development of lesson planning competencies within the *kurikulum Merdeka* framework. Such preparation would better equip pre-service English teachers to navigate curriculum transitions effectively and design more coherent, objective-aligned lesson plans. Future research might explore the long-term effectiveness of targeted pedagogical training interventions in addressing these identified challenges.

B. Suggestion

Based on the result of this study, the researcher would like to give some suggestions for pre-service English teachers, lecturers, and further researcher:

1. Faculty Members

The results of this research have informed the faculty members about the difficulties pre-service English teachers face in designing lesson plans during their teaching practicum on *kurikulum Merdeka*. Therefore, lecturers who teach microteaching courses update the latest curriculum learning applications in education so that pre-service English teachers who

will carry out teaching practice can also understand the curriculum applied at that time to reduce their difficulties, especially in designing lesson plans.

2. Future researcher

The researcher hopes the result of this study can be a source for future research to explore the long-term difficulties and ways to overcome them in designing lesson plans on *kurikulum Merdeka*. In addition, the findings of this study can serve as a guideline for future studies that are also experiencing curriculum transition or are already implementing learning of *kurikulum Merdeka*. Further research should be conducted to fill the gap in the subject matter.



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Appendix 1: Declaration of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Siti Haryuni
 Place, date of birth : Pasuruan, 04th of July 2002
 Address : Dusun Palo RT/RW: 001/004, Desa Curahdukuh,
 Kecamatan Kraton, Kabupaten Pasuruan.
 Faculty : Tarbiyah and Teacher Training
 Major : English Education Program

State that thesis entitled **“Pre-service English Teachers’ Difficulties in Designing Lesson Plans during Teaching Practicum on Kurikulum Merdeka”** is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writing or publications that have already been authored or published by another individual, and the only person accountable if anyone objected is me.

Jember, 14th of November 2024
 Author



Siti Haryuni
 NIM. 201101060013

Appendix 2: Research Matrix

RESEARCH MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHOD	PROBLEM
Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on <i>Kurikulum Merdeka</i>	Pedagogical skill. ¹¹³	1. Understanding of learners	- Learning objectives (TP) - Learning outcomes (CP)	1. Interview 2. Document review	1. Qualitative research (descriptive) 2. Research Context: - Time: start from January 2024 - Place: UIN Khas Jember. 3. Research Participants: pre-service English teachers who have implemented teaching practicum or <i>pengenalan lapangan persekolahan</i> (PLP) in the 2023/2024	1. What are the difficulties of pre-service teachers in designing lesson plan based on <i>kurikulum Merdeka</i> during their teaching practicum? 2. How do pre-service English teachers overcome the difficulties in designing lesson plan based on <i>kurikulum Merdeka</i> during their teaching
		2. Curriculum development	Curriculum-compliant learning objectives (TP)			
		3. Learning design	Teaching materials			
		4. technology integration	Learning media			
		5. Evaluation of learning	Assessment			

¹¹³ Sukarman Purba, Akbar Iskandar, Muh Fihris Khalik., *Landasan Pedagogik: Teori dan Kajian*, (Indonesia: Yayasan Kita Menulis 2021). 143

		6. Learner development	Learning method (improve critical thinking skills to support learner development)	academic year at the junior or senior high school levels that have implemented the <i>kurikulum Merdeka</i>. 4. Data Collection techniques: - Interview - Document review 5. Data analysis - Thematic Analysis. 6. Validity of Data - Reliability - Credibility	practicum?
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KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix 3: Research Permission

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fuk.uinkhas-jember.ac.id](http://fuk.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-7901/In.20/3.a/PP.009/07/2024
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Dekan FTIK UIN KHAS Jember
Jl. Mataram No.1, Karang Miuwo, Mangli, Kec. Kaliwates, Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 201101060013
Nama	: SITI HARYUNI
Semester	: Semester sembilan
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on Kurikulum Merdeka" selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. H. Abdul Mu'is., S. Ag. M. Si.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 17 Juli 2024

Dekan,
Wakil Dekan Bidang Akademik,


KHOTIBUL UMAM



Appendix 4: Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68136
Website : <http://ftik.iain-jember.ac.id> e-mail : tarbiyah.iainjember@gmail.com

SURAT KETERANGAN

Nomor : 662/Un.22/D.1.1/PP.00.9/07/2024

Yang bertanda tangan di bawah ini,

Nama : Dr. Khotibul Umam, MA
NIP : 197506042007011025
Jabatan : Lektor Kepala/ Wakil Dekan Bidang Akademik
FTIK UIN KHAS Jember

dengan ini menerangkan bahwa

Nama : Siti Haryuni
NIM : 201101060013
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : Pre-service English Teachers Difficulties in
Designing Lesson Plans during Teaching
Practicum on Kurikulum Merdeka.

Benar-benar telah menyelesaikan penelitian mulai 21 Juli – 30 Juli 2024 di lingkungan
Fakultas Tarbiyah dan Ilmu Keguruan Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 31 Juli 2024
An. Dekan,
Wadek Bid. Akademik,


Khotibul Umam

Appendix 5: Turn it in Check Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Siti Haryuni
NIM : 201101060013
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on *Kurikulum Merdeka*

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 12%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 18 November 2024
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember


(Ulfa Dina Nowenda, S.Sos.I., M.Pd.I.)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

Appendix 6: Informed Consent Form

1. Participant 1


INFORMED CONSENT FORM
For interview participants

Researcher : Siti Haryuni
SID : 201101060013
Research Title : Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on *Kurikulum Merdeka*

Thank you for considering participating in this research study. Before you decide whether to participate, it is important for you to understand why the research is being conducted and what your participation will involve. Please take your time to read the information provide below. If you have any questions or concerns, please feel free to ask.

Purpose of the Study:
The purpose of the study is to explore what are the difficulties of pre-service English teachers in designing lesson plan based on the *kurikulum Merdeka* and how to overcome it during teaching practicum which has been implemented in semester 7 in September – November 2023.

Procedure:
1. You will be asked questions related to designing lesson plans.
2. The interview will be taking approximately 45-60 minute.
3. The interview will be audio-recorded.

Risks and benefits:
There are no anticipated risks associated with participating in the study beyond those encountered in everyday life. However, you may benefit from contributing to the advancement of knowledge in education field and gaining insight into designing lesson plans based on *kurikulum Merdeka*.

Confidentiality:
All information obtained in this study will be kept strictly confidential. Your name and any identifying information will not be disclosed in any publications or presentations during resulting from this research. Audio recordings will be stored securely and destroyed after they have been transcribed.

CS Scanned with CamScanner

Voluntary participation and withdrawal:

Participation in this study is voluntary. You may refuse to participate or withdraw from the study at any time or loss of benefits to which you are otherwise entitled. Your decision will not affect your current or future relations with researcher.

Consent:

By agreeing to participate in tis interview, you indicate that you have to read this form (or it has been read to you), you have had the opportunity to ask questions, and your questions have been answered satisfactorily. Your participations voluntary, and you consent to participate in this research study.

Jember, 24 July.....2024

Participant

Researcher

(.....)

(.....)

This form ensures that participants understand the purpose, procedures, risks, and benefits of the interview, and provides them with the opportunity to ask questions and give informed consent before participating. Adjust the details as necessary to fit the specific requirements of your research study and institutional guidelines.

*Note: if the participant agrees to participate verbally, the interviewer should sign and ate the form to confirm that consent was obtained.

2. Participant 2


INFORMED CONSENT FORM ②
For interview participants

Researcher : Siti Haryuni
SID : 201101060013
Research Title : Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on *Kurikulum Merdeka*

Thank you for considering participating in this research study. Before you decide whether to participate, it is important for you to understand why the research is being conducted and what your participation will involve. Please take your time to read the information provide below. If you have any questions or concerns, please feel free to ask.

Purpose of the Study:
The purpose of the study is to explore what are the difficulties of pre-service English teachers in designing lesson plan based on the *kurikulum Merdeka* and how to overcome it during teaching practicum which has been implemented in semester 7 in September – November 2023.

Procedure:
1. You will be asked questions related to designing lesson plans.
2. The interview will be taking approximately 45-60 minute.
3. The interview will be audio-recorded.

Risks and benefits:
There are no anticipated risks associated with participating in the study beyond those encountered in everyday life. However, you may benefit from contributing to the advancement of knowledge in education field and gaining insight into designing lesson plans based on *kurikulum Merdeka*.

Confidentiality:
All information obtained in this study will be kept strictly confidential. Your name and any identifying information will not be disclosed in any publications or presentations during resulting from this research. Audio recordings will be stored securely and destroyed after they have been transcribed.

CS Scanned with CamScanner

Voluntary participation and withdrawal:

Participation in this study is voluntary. You may refuse to participate or withdraw from the study at any time or loss of benefits to which you are otherwise entitled. Your decision will not affect your current or future relations with researcher.

Consent:

By agreeing to participate in tis interview, you indicate that you have to read this form (or it has been read to you), you have had the opportunity to ask questions, and your questions have been answered satisfactorily. Your participations voluntary, and you consent to participate in this research study.

Participant

Jubiyah
(.....)

Jember, *25th* of *July*.....2024

Researcher

Fitri
(.....)

This form ensures that participants understand the purpose, procedures, risks, and benefits of the interview, and provides them with the opportunity to ask questions and give informed consent before participating. Adjust the details as necessary to fit the specific requirements of your research study and institutional guidelines.

***Note:** if the participant agrees to participate verbally, the interviewer should sign and ate the form to confirm that consent was obtained.

3. Participant 3

INFORMED CONSENT FORM ③
For interview participants

Researcher : Siti Haryuni
SID : 201101060013
Research Title : Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on *Kurikulum Merdeka*

Thank you for considering participating in this research study. Before you decide whether to participate, it is important for you to understand why the research is being conducted and what your participation will involve. Please take your time to read the information provide below. If you have any questions or concerns, please feel free to ask.

Purpose of the Study:

The purpose of the study is to explore what are the difficulties of pre-service English teachers in designing lesson plan based on the *kurikulum Merdeka* and how to overcome it during teaching practicum which has been implemented in semester 7 in September – November 2023.

Procedure:

1. You will be asked questions related to designing lesson plans.
2. The interview will be taking approximately 45-60 minute.
3. The interview will be audio-recorded.

Risks and benefits:

There are no anticipated risks associated with participating in the study beyond those encountered in everyday life. However, you may benefit from contributing to the advancement of knowledge in education field and gaining insight into designing lesson plans based on *kurikulum Merdeka*.

Confidentiality:

All information obtained in this study will be kept strictly confidential. Your name and any identifying information will not be disclosed in any publications or presentations during resulting from this research. Audio recordings will be stored securely and destroyed after they have been transcribed.

Voluntary participation and withdrawal:

Participation in this study is voluntary. You may refuse to participate or withdraw from the study at any time or loss of benefits to which you are otherwise entitled. Your decision will not affect your current or future relations with researcher.

Consent:

By agreeing to participate in tis interview, you indicate that you have to read this form (or it has been read to you), you have had the opportunity to ask questions, and your questions have been answered satisfactorily. Your participations voluntary, and you consent to participate in this research study.

Jember, 26 July.....2024

Participant

Researcher

(.....)

(.....)

This form ensures that participants understand the purpose, procedures, risks, and benefits of the interview, and provides them with the opportunity to ask questions and give informed consent before participating. Adjust the details as necessary to fit the specific requirements of your research study and institutional guidelines.

*Note: if the participant agrees to participate verbally, the interviewer should sign and ate the form to confirm that consent was obtained.

Appendix 7: Semi-Structure Interview Guideline

INTERVIEW GUIDELINE

In conducting the interview, the researcher prepared several questions in the form of main topics to facilitate the researcher during interview to obtain information about “Pre-service English Teachers’ Difficulties in Designing Lesson Plans During Teaching Practicum on *Kurikulum Merdeka*”.

No.	Indicator	Problem	Question
1.	Learning objectives (TP)	Difficulties	1. What challenges do you face in formulating clear and achievable learning objectives when designing lesson plans in the <i>kurikulum Merdeka</i>? 2. Are the learning objectives you set align with both the broader goals of the <i>kurikulum Merdeka</i> and the spesific needs of your students? 3. Can you provide an example of a time when you found it particulaly challeging to articulate learning objectives that were appropriate and effective within the framework of the <i>kurikulum Merdeka</i>?
		Overcoming	1. Can you describe a specific strategy or approach you have used to overcome challenge in formulating clear and achievable learning objectives within the <i>kurikulum Merdeka</i>? 2. How do you ensure that your learning objectives are aligned with both the broader goals of the <i>kurikulum Merdeka</i> and the specific needs of your students? 3. How did you find ways to improve your strategies for setting learning objectives in the <i>kurikulum Merdeka</i>?
2.	Learning outcomes (CP)	Difficulties	1. What difficulties do you encounter in defing and assesing learning outcomes that align with the goals and expectations of <i>kurikulu Merdeka</i>? 2. Did the learning outcomes you created help the students learn in the way you had intended during your teaching practicum on

			the <i>kurikulum Merdeka</i>? 3. Can you share an axample of a time when you successfully adjusted your teaching practice to align with desired learning outcomes in the <i>kurikulum Merdeka</i>?
		Overcoming	1. What methods have you emplyed to effectively measure and assess student achievement of learning outcomes aligned with the goals of <i>kurikulum Merdeka</i>? 2. How do you maesure the success of your students in achieving the intended learning outcomes during your teaching practice on the <i>kurikulum Merdeka</i> 3. How do you address the variability in student's outcomes while maintaining alignment with the standarts of <i>kurikulum Merdeka</i>?
3.	Teaching materials	Difficulties	1. What are some obstacles you face when selecting and adapting teaching materials to suit the requirements of the <i>kurikulum Merdeka</i>? 2. How do you ensure that the teaching materials chosen the achievement of learning objectives and cater the diverse needs of students within the <i>kurikulum Merdeka</i>? 3. Could you describe a situation where you struggled to find appropriate teaching materials that aligned well with the principles and stanndards of <i>kurikulum Merdeka</i>?
		Overcoming	1. How do you overcome challenges related to selecting and adapting teaching materials that meet the requirements and standards of the <i>kurikulum Merdeka</i>? 2. What strategies have you used to ensure that the teaching materials chosen support the achievement of learning objectives and cater to diverse needs of students within the <i>kurikulum Merdeka</i>? 3. What support or professional development that can helped you to improve your ability to effectively integrate appropriate teaching materials into lesson planning in the <i>kurikulum Merdeka</i>?
4.	Learning	Difficulties	1. What challenges do you encounter when

	method		selecting and applying teaching methods that promote active learning and student-centered approaches in the context of the <i>kurikulum Merdeka</i>? 2. How do you adjust your teaching methods to accommodate different learning styles and preferences among students in the <i>kurikulum Merdeka</i>? 3. Could you provide an example of a lesson where you struggled to implement effective teaching methods that supported the developmental needs of students according to the principles of the <i>kurikulum Merdeka</i>?
		Overcoming	1. How do you address challenges in selecting and implementing teaching methods that promote active learning and student-centered approaches in the <i>kurikulum Merdeka</i>? 2. What steps have you taken to accommodate different learning styles and preferences among students while implementing teaching methods in the <i>kurikulum Merdeka</i>?
5.	Learning media	Difficulties	1. Do you have difficulty in determining the various forms of learning media (e.g., technology, visual aids) to enhance learning experiences within the <i>kurikulum Merdeka</i>? 2. What challenges have you encountered in selecting and utilizing learning media that are compatible with the goals of the <i>kurikulum Merdeka</i>? 3. Did you evaluate the effectiveness of various learning media in facilitating student engagement and understanding under the <i>kurikulum Merdeka</i>?
		Overcoming	1. In what ways do you determine various forms of learning media (e.g., technology, visual aids) to enhance learning experiences within the <i>kurikulum Merdeka</i>? 2. How do you navigate challenges in selecting and utilizing learning media that align with the goals of the <i>kurikulum Merdeka</i>? 3. Can you provide an example of lesson where your effective use of learning media contributed to achieving learning objectives in the <i>kurikulum Merdeka</i>?

6.	Assessment	Difficulties	1. What difficulties do you face in designing assessments that accurately measure student progress and achievement within the <i>kurikulum Merdeka</i>? 2. Are your assessment methods align with the learning objectives and outcomes specified in the <i>kurikulum Merdeka</i>? 3. Could you provide where you had to modify assessment strategies to better fit the requirements of the <i>kurikulum Merdeka</i>?
		Overcoming	1. What strategies have you employed to design assessments that accurately measure student progress and achievement within the <i>kurikulum Merdeka</i>? 2. How do you ensure that your assessment methods align with the learning objectives and outcomes specified in the <i>kurikulum Merdeka</i>?



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix 8: Transcript of Interview

TRANSCRIPT OF INTERVIEW

A. Interview with participant 1

Researcher : Assalamualaikum warahmatullahi wabarakatuh, Mohon maaf sebelumnya, saya ingin meminta waktu anda.

Partisipan : Waalaikumsalam warahmatullahi wabarakatuh, iya boleh dipersilahkan.

Peneliti : Disini saya ingin meminta kesedian anda untuk menjadi partisipan penelitian saya yang berjudul “*Pre-service English Teachers’ difficulties in Designing Lesson Plans during Teaching Practicum on kurikulum Merdeka*”, sebelum itu saya menyiapkan *informed consent form* sebagai lembar persetujuan partisipan penelitian. Kalau samean bersedia bisa di tanda tangani di lembar terakhirnya.

Partisipan : Iya boleh mbk, saya bersedia mbak (membaca dan menandatangani *informed consent form* yang telah diberikan researcher)

Peneliti : Oke terimakasih, selanjutnya kita langsung ke beberapa pertanyaan mengenai modul ajar pada kurikulum Merdeka.

Partisipan : Iya boleh mbak, tapi nanti kalau saya kurang paham dengan maksud pertanyaannya bisa dijelaskan juga ya mbak.

Peneliti : Iya mbak, langsung sambil saya rekam, untuk membuat atau merancang rencana pembelajaran (modul ajar) pada saat samean PLP di sekolah yang menerapkan kurikulum Merdeka, itu pastinya membuat tujuan pembelajaran (TP) ya, tantangan atau kesulitan apa yang samean hadapi ketika merumuskan TP yang jelas dan tercapai sehingga selaras dengan tujuan kurikulum Merdeka?

Partisipan : Oke terimakasih pertanyaannya, disini saya ingin menjawab berdasarkan pengalaman saya, jadi untuk tantangan yang saya hadapi sendiri dalam merumuskan TP agar sesuai dengan tujuan kurikulum Merdeka tersebut adalah karna kurikulum Merdeka mempunyai tujuan menjadikan pembelajaran yang lebih menyenangkan dan efektif sehingga saya harus menjadi pengajar yang lebih kreatif dan juga memberikan beberapa pembaharuan dalam media ajar sehingga itu menjadi tantangan tersendiri bagi saya dan itu dapat menjadi sebuah kesulitan bagi saya dalam membuat TP agar sesuai dengan tujuan kurikulum Merdeka tersebut.

Peneliti : Nah dari kesulitan tersebut, strategi yang samean gunakan untuk mengatasinya bagaimana?

- Partisipan : Untuk strategi yang saya gunakan sejauh ini adalah dengan menyesuaikan CP atau capaian pembelajarannya dengan mencari beberapa referensi dari google, youtube dan termasuk instagram dan tiktok karena dari beberapa media tersebut saya mendapatkan ilmu baru dan dapat mengincreas pengetahuan saya tentang rancangan modul ajar pada kurikulum Merdeka
- Peneliti : Boleh samean tunjukan mana kesulitan samean untuk merancang TP nya itu?
- Partisipan : Oh ini bukti TP yang saya buat mbak
- Peneliti : Itu berapa kali samean membuat modul ajar ketika PLP?
- Partisipan : kurang lebih 6-8 modul ajar
- Peneliti : Emm, baik terimakasih. Untuk selanjutnya capaian pembelajaran atau CP. Untuk CP nya itu apakah samean merasa kesulitan untuk mempertahankan dan menilai hasil pembelajaran yang sesuai dengan tujuan kurikulum Merdeka? Seperti yang kita ketahui ketika PLP yang mana CP itu sudah tersedia dari kemendikbud di setiap chapter pembelajaran ya
- Partisipan : Ya, saya akan menjawabnya. Jujur saya merasa sedikit banyak merasa kesulitan karena seperti yang kita tahu bahwa ability setiap siswa dalam kelas itu kan berbeda-beda sehingga untuk mencapai CP itu sendiri membutuhkan effort yang berbeda-beda untuk setiap siswa dan itu menjadi challenging bagi saya dan itu merupakan kesulitan juga bagi saya.
- Peneliti : Untuk itu, cara mengatasinya bagaimana?
- Partisipan : Cara mengatasinya, eh saya biasanya membentuk kelompok-kelompok yang didalamnya terdapat siswa yang memiliki ability yang lebih tinggi dan yah mungkin disisi lain masih belum setinggi beberapa siswa tersebut sehingga dengan kelompok-kelompok tersebut, emm beberapa murid yang dinilai kurang akan bisa mengikuti siswa lainnya yang dirasa memiliki ability lebih tinggi
- Peneliti : Baik, untuk selanjutnya apakah CP yang sudah dirumuskan itu membantu siswa belajar sesuai dengan yang diinginkan pada saat samean PLP itu?
- Partisipan : Oh yaa, menurut saya itu sesuai akan tetapi masalahnya justru berada pada saya sendiri pada saat itu pengajar memiliki beberapa kesulitan tetapi untuk apakah itu sesuai atau tidak dengan yang diinginkan siswa menurut saya itu sesuai karena CP yang sudah dirumuskan memiliki output yang sangat baik.
- Peneliti : Untuk cara samean mengetahui kalau CP nya itu berhasil bagaimana?
- Partisipan : Ehhh, dengan melakukan, eh kebetulan yang berkesempatan untuk melakukan ujian sumatif dimana dengan itu saya dapat mengetahui apakah mereka sudah memahami pembelajaran dan

matrei yang saya berikan atau belum.

- Peneliti : Okey, bisa samean tunjukan CP nya?
- Partisipan : Ini mbak, bisa samean lihat sendiri.
- Peneliti : Terimakasih, untuk pertanyaan selanjutnya, untuk membuat atau memilih materi pembelajaran itu apa kesulitan yang samean alami ketika PLP pada kurikulum Merdeka itu?
- Partisipan : Untuk memilih teaching material sendiri sebenarnya saya merasa kesulitan tetapi tidak sesulit ketika saya membuat TP dalam modul ajar ini
- Peneliti : Oh jadi ada ya kesulitan yang samean alami ketika merumuskan teaching materials nya? Jadi gimana cara samean mengatasinya?
- Partisipan : Cara mengatasinya seperti yang saya sampaikan diawal, saya menggunakan beberapa media dan yah menurut saya beberapa media tersebut ampuh untuk membantu untuk mengatasi kesulitan saya dengan mencari referensi-referensi materi pembelajaran yang sesuai dengan *chapter* pada saat itu
- Peneliti : Baik, terus bagaimana cara samean memastikan bahwa materi pembelajarannya dapat mencapai tujuan pembelajarannya?
- Partisipan : Iya, kebetulan saya ketika PLP itu mendapatkan materi tentang “*fairy Tale*” dengan itu saya memberikan materi dengan berupa *watching movie* dan juga hal-hal yang sesuai dengan materi seperti menampilkan beberapa foto dan memberi tugas untuk membuat poster, dengan itu menjadi sesuatu yang selaras dengan TP yang sudah saya rumuskan
- Peneliti : Oke baik, boleh samean tunjukan materi pembelajaran yang menurut samean itu merasa kesulitan?
- Partisipan : Ini, seperti yang samean lihat.
- Peneliti : Baik terimakasih, selanjutnya yaitu tentang learning method atau metode pembelajaran yang samean gunakan selama PLP. Apa kesulitan yang samean alami untuk memilih atau menentukan metode pembelajaran untuk mengedepankan pembelajaran yang aktif dan pendekatan yang berpusat pada siswa sesuai dengan kurikulum Merdeka?
- Partisipan : Emm ya, saya sendiri cukup merasa kesulitan karena pembelajaran kurikulum Merdeka ini menggunakan metode pendekatan yang berpusat pada siswa sehingga daripada itu saya tidak bisa menjelaskan secara langsung di depan para murid sehingga saya menunggu mereka bertanya terlebih dahulu kepada saya. Nah saya merasa kesulitannya disitu, karena ketika saya menampilkan “*movie*” yang saya gunakan untuk metode pembelajaran, mereka enjoy *movie* tanpa memperhatikan new vocabulary yang ada di dalamnya dan mereka malu untuk bertanya sehingga itu yang menjadi *gap* tersendiri bagi saya dan

siswa.

- Peneliti : Karena pada kurikulum Merdeka itu pembelajarannya berpusat pada siswa ya, untuk cara menyesuaikan metode pembelajaran dengan setiap individu siswa mempunyai gaya belajar yang berbeda, bagaimana cara *samean* memilih metodenya?
- Partisipan : Oke, saya *sih* cara menyesuaikan metodenya, karena saya pembelajarannya dengan menonton film ketika PLP itu sehingga saya mencari film yang trending dikalangan anak-anak SMA tersebut dan saya rasa itu berhasil untuk mengakomodasi gaya belajar dari setiap murid yang berbeda
- Peneliti : Kalau untuk langkah-langkah yang telah *samean* *ambi* untuk mengakomodasi gaya belajar dan referensi siswa dalam menerapkan metode pembelajarannya itu gimana?
- Partisipan : Langkah yang saya ambil tentu saja yang pertama pendekatan dengan siswa sehingga dengan itu saya mengetahui apa kegemaran mereka dan metode apa yang mereka sukai dalam pembelajaran, mungkin itu *sih*.
- Peneliti : Untuk learning media atau media pembelajaran, apa saja kesulitan yang dihadapi dalam menentukan berbagai bentuk media pembelajaran yang digunakan?
- Partisipan : Kebetulan saya tidak terlalu merasa kesulitan dalam menentukan media pembelajaran ini
- Peneliti : Dengan cara apa *samean* menentukan media pembelajaran tersebut?
- Partisipan : Dengan cara melihat apa kegemaran dari siswa tersebut dan metode apa yang lagi *nge-trand* pada saat itu sehingga dari itu saya bisa mengambil kesimpulan untuk merumuskan media pembelajaran apa yang akan saya gunakan ketika pembelajaran berlangsung.
- Peneliti : Terus tantangan apa yang *samean* hadapi dalam memilih dan memanfaatkan media pembelajarannya?
- Partisipan : Tantangannya, pertama ketika saya memilihnya, saya merasa kesulitan untuk menentukan *movie* apa yang yang *suitable* dengan materi dan juga kegemaran para siswa. Untuk manfaatnya sendiri sama seperti cara memilihnya, bagaiman cara *movie* tersebut bisa memberikan impact yang bagus untuk siswa
- Peneliti : Cara yang *samean* ambil untuk mengatasi kesulitan tersebut ketika PLP bagaimana?
- Partisipan : Seperti yang sudah saya katakan sebelumnya, saya akan melakukan pendekatan kepada siswa sehingga dengan itu saya mengetahui apa kegemaran mereka, setelah saya mengetahuinya saya menentukan *movie* apa yang cocok dengan kegemaran mereka tetapi tetap memberikan manfaat yang baik untuk mereka.
- Peneliti : Apakah *samean* mengevaluasi keefektivitasan media pembelajarannya dalam memfasilitasi keterlibatan dan pemahaman siswa terhadap materi pembelajarannya?

- Partisipan : Iya, saya mengevaluasi keefektifitasan dari media pembelajaran, caranya dengan dua cara, yang pertama dengan cara formatif ketika kegiatan pembelajaran berlangsung dan juga secara sumatif ketika selesai pada satu chapter pembelajaran.
- Peneliti : Bisa samean beri tahu contoh samean merumuskan media pembelajarannya?
- Partisipan : Iya ini bisa mbak lihat sendiri media pembelajaran yang saya gunakan.
- Peneliti : Baik terimakasih. Untuk selanjutnya apakah samean merasa kesulitan dalam merancang penilaian secara akurat dapat mendukung pengetahuan siswanya?
- Partisipan : Menurut saya ini tidak begitu sulit dalam merancang penilaiannya, karena saya sudah melihat sendiri kemampuan siswa sehingga saya dapat membuat assessment/ penilaiannya.
- Peneliti : Strategi apa yang digunakan untuk merancang penilaian tersebut?
- Partisipan : Strateginya yang saya gunakan itu dengan mengetahui kemampuan siswa sehingga itu dapat mempermudah saya untuk membuat penilaian yang sesuai dengan kemampuan para siswa.
- Peneliti : Menurut samean untuk metode penilaiannya itu apakah sudah selaras dengan TP dan CP nya?
- Partisipan : Iya sudah.
- Peneliti : Bagaimana cara untuk memastikan kalau metode penilaiannya sudah selaras dengan TP dan CP nya?
- Partisipan : Dengan menentukan media pembelajaran itu sudah saya laraskan dengan TP dan CP yang ada dalam modul ajar sehingga dalam pembuatan assessment / penilaiannya pun dapat saya pastikan selaras dengan TP dan CP nya.
- Peneliti : Boleh samean tunjukkan untuk assessmentnya?
- Partisipan : Okee, ini ya mbak (memberikan lembar penilaian untuk siswa)
- Peneliti : Baik, terimakasih. Untuk selebihnya apakah samean mengalami kesulitan yang lain untuk merancang modul ajar ketiak PLP?
- Partisipan : Saya rasa tidak, sudah saya jelaskan kesulitan saya sebelumnya.
- Peneliti : Baik terimakasih atas kesempatan yang sudah samean berikan karena sudah bersedia menjadi partisipan penelitian saya. Untuk selanjutnya saya akan melakukan "*member check*" sebagai tes keabsahan data yang saya terima, seperti ynag sudah saya catat disini, apakah ini sudah sesuai dengan pengalaman samean ketika merancang rencana pembelajaran atau modul ajar ketika PLP pada pembelajaran kurikulum Merdeka?
- Partisipan : (mengecek catatan peneliti tentang percakapan wawancara) emm iya sudah mbak.
- Peneliti : Baik terimakasih, selanjutnya boleh samean tandatangani lembar "*member check*" nya. Apabila nanti saya membutuhkan informasi lebih boleh saya menghubungi kembali ya. Assalamualaikum

warahmatullahi wabarakatuh.

Partisipan : (menandatangani lembar “*member check*”) iya boleh. Sama-sama mbak.

Walaikumsalam warahmatullahi wabarakatuh.

B. Interview with participant 2

Peneliti : Assalamualaikum warahmatullahi wabarakatuh.

Partisipan : Waalaikumsalam warahmatullahi wabarakatuh.

Peneliti : Perkenalkan saya Siti Haryuni, disini saya ingin meminta kesediaan anda untuk berpartisipasi dalam penelitian saya yang berjudul “*Pre-service English Teachers’ Difficulties in Designing Lesson Plans during Teaching Practicum on Kurikulum Merdeka*”

Partisipan : Iya dengan senang hati.

Peneliti : Baik terimakasih. Sebelum lanjut pada beberapa pertanyaan, saya menyediakan *informed consent form* sebagai lembar persetujuan penelitian, jadi kalau samean bersedia untuk berpartisipasi dan menyetujui lembar persetujuan penelitian yang sudah saya buat bisa langsung samean tanda tangani di tempat yang sudah disediakan. Silahkan samean baca terlebih dahulu.

Partisipan : (membaca *informed consent form*) iya saya bersedia.

Peneliti : Baik terimakasih atas kesediaanya. Langsung saja ke beberapa pertanyaan. Apakah ketika samean PLP di sekolah tersebut sudah menerapkan pembelajaran berdasarkan kurikulum Merdeka?

Partisipan : Iya sudah, sudah diterapkan. Ditrapkan sejak tahun 2022

Peneliti : Oh okei, disini saya ingin meng-eksplor kesulitan dan cara mengatasinya ketika samean membuat modul ajar karena seperti yang kita alami ketika mata kuliah *microteaching* masih menerapkan kurikulum 2013 tetapi ketika PLP kita langsung dihadapkan dengan pembelajaran yang sudah menerapkan pembelajaran kurikulum Merdeka, nah pastinya kita mengalami kesulitan ketika merancang modul ajar tersebut. Apa tantangan yang samean hadapi ketika merumuskan tujuan pembelajaran (TP) yang jelas dan tercapai pada modul ajar kurikulum Merdeka?

Partisipan : Tantangan yang saya alami ya, awalnya memang ketika kita *microteaching* menggunakan kurikulum 2013 akan ketetapi ketika dilapangan kita langsung dihadapkan dnegan kurikulum Merdeka, nah di K13 itu menggunakan KI KD sedangkan dimodul ajar tidak ada yang namanya KI KD tapi dicapain pembelajaran (CP) itu langsung dihadapkan dnegan elemen dalam bahasa inggris seperti *writing, reading, speaking, dan listening*. Untuk tujuan pembelajarannya (TP) saya menyesuaikan dengan CP yang sudah ada dalam modul pembelajaran siswa di setiap chapternya sehingga dapat mencapai CP nya dan saya harus menyampaikan tujuan pembelajarannya itu setiap saya masuk ke kelas untuk

melaksanakan pembelajaran.maka dari itu harus jelas di TP nya. Mungkin itu menjadi tantangan tersendiri bagi saya yang kemarin menggunakan K13 itu tidak mempelajarinya.

Peneliti : Baik, untuk strategi yang samean gunakan ketika merumuskan tujuan pembelajaran nya bagaimana?

Partisipan : Strateginya itu saya memperhatikan taksonomi bloom yang diberikan oleh pamong, jadi di taksonomi bloom nya membaca dulu, habis itu menentukan. Nah acuannya sih sebenarnya taksonomi bloom itu membantu saya merumuskan tujuan pembelajaran (TP)

Peneliti : Jadi itu harus sesuai dengan langkah-langkah nya ya?

Partisipan : Iyaa, tidak boleh diloncati, harus urut agar mudah memahami sehingga mudah juga untuk merumuskan TP nya.

Peneliti : Kalau untuk CP nya itu bagaimana? Karena CP nya itu kan sudah ditentukan di setiap chapter pembelajarannya. Kesulitan apa yang samean hadapi untuk mempertahankan nilai CP itu agar sesuai dengan tujuan kurikulum Merdeka?

Partisipan : Untuk mempertahankan CP nya itu, karena sesuai dengan beberapa elemen yang ada seperti *writing, reading, speaking, dan listening* saya menggunakan alat bantu untuk mempertahankannya, misal *listening*, karena pada saat saya PLP itu mendapatkan materi “*fairy tale*” jadi saya menggunakan mini speaker itu untuk membantu dalam pembelajaran agar dapat mencapai elemen *listening* nya.

Peneliti : Kalau untuk strategi yang digunakan untu mencapai CP agar pembelajarannya efektif bagaimana?

Partisipan : Untuk itu kalau saya ya dengan menggunakan metode pembelajaran yang menarik. Ketika PLP itu saya sering menggunakan metode TGT (*teams games tournament*) jadi meskipun itu pembelajaran secara kelompok, saya tetap memperhatikan per-individu siswanya dan memberi kan soal di setiap siswa meskipun pembelajarannya melauai kelompok atau grup. Nah dari situ saya rasa CP yang dirumuskan itu dapai tercapai di setiap siswa. Menurut saya dengan menggunakan pembelajaran TGT itu siswa enjoy sehingga tidak membuat mereka bosan dalam belajar dan dapat mencapai nilai CP itu.

Peneliti : Berarti lebih fokus ke bagaimana cara mengajarnya itu ya? Agar bisa mencapai CP nya?.. baik. Untuk CP yang sudah dirumuskan itu apakah menurut samean itu selaras dengan tujuan kurikulum Merdeka?

Partisipan : Iya mbak, menurut saya sih selaras ya karena ada beberapa elemen itu yang dapat meng-improve skill siswa

Peneliti : Karena CP itu sudah ada pada setiap chapter pembelajarannya ya. Menurut samean apakah samean sudah berhasil dalam mencapai CP tersebut?

Partisipan : Menurut saya sudah berhasil dan menurut pamong saya juga berhasil, tidak ada yang melenceng karena beliau juga mengontrol

- bagaimana cara saya mengajar ketika PLP itu.
- Peneliti : Cara kalau itu sudah berhasil bagaimana?
- Partisipan : Cara mengetahuinya itu ketika nanti diakhir itu kan ada kesimpulan pembelajaran disetiap pertemuan. Saya random menanyakan materi yang saya berikan dan mereka bisa menjawabnya sehingga dari itu saya mengetahui bahwa materi nya itu dipahami dan CP nya tercapai.
- Peneliti : Baik. Selanjutnya, apa kendala yang samean hadapi ketika samean memilih bahan ajar/materi pembelajaran agar sesuai dengan kurikulum Merdeka dan juga sesuai dengan TP dan CP nya itu?
- Partisipan : Kalau memilihnya sih saya tidak kesulitan karena sudah ada pdf book dari sekolah kan tetapi kesulitan pada saya sendiri itu untuk mengembangkan materinya itu, agar tidak monoton selalu berpacu pada pdf book nya. Memilih metode pembelajaran yang beragam juga agar bisa suitable dengan materi ketika itu.
- Peneliti : Cara mengatasinya bagaimana?
- Partisipan : Untuk mengatasinya itu biasanya saya mencari referensi dari media sosial, lebih seringnya di tiktok karena disitu banyak juga vidio tentang pembelajaran, metode pembelajaran yang menarik. Saya juga mencari metode yang cocok untuk materi pada saat itu yaitu "*fairy tele*" nah dari metode pembelajaran yang menarik itu mereka bisa excited untuk belajar dan juga dapat membuat mereka mudah memahami materi pembelajaran. Gitu sih kalau saya mbak.
- Peneliti : Kalau strategi yang digunakan untuk memastikan bahwa materi pembelajarannya itu dapat mendukung/ mencapai TP dan CP nya itu bagaimana?
- Partisipan : Strateginya itu dengan menyelaraskan CP nya, misal writing ya, karena pada saat itu saya mendapatkan kesempatan mengajar materi "*fairy tele*" jadi untuk writing biasanya itu saya dengan cara watching, sekilas menonton cinderella sehingga mereka mempunyai gambaran. Jadi diawla pembeukaan pembelajaran itu saya juga menjelaskan TP nya kemudian dilanjut warming up dengan menonton film tersebut. Selain materi di pdf book mereka, saya juga memberikan film itu dan juga cerita-cerita "*fairy tele*" yang lain.
- peneliti : Boleh samean jelaskan untuk cerita tentang "*fairy tele*" yang samena berikan selain yang ada di pdf book mereka?
- Partisipan : Iya boleh, ini mbak (menunjukkan cerita tentang "*fairy tele*")
- peneliti : Baik. Selanjutnya untuk media pembelajarannya. Apakah samean merasa kesulitan dalam memilih dan memanfaatkan media pembelajaran agar pemebelajarannya aktif dan pendekatan yang berpusat pada siswa?
- Partisipan : Iya, seperti yang saya jelaskan barusan. Saya terkadang mengalami kesulitan dalam memilih dan mencari vidio/film yang cocok untuk mereka dan selaras dengan materi pembelajaran pada saat itu. Jadi kalau memang sudah tidak ada itu saya ganti dengan memberikan

- bacaan seperti cerita tentang “*fairy tele*” itu.
- Peneliti : Bagaimana cara samean mengatasi kesulitan tersebut?
- Partisipan : Untuk media nya yaa. Cara mengatasinya itu biasanya dengan mencari film terlebih dahulu kalau memang sudah tidak ada yang cocok jadi saya ganti dengan teks bacaan (dengan mencari referensi di internet seperti tiktok, youtube)
- Peneliti : Kalau untuk memilih dan memanfaatkan medianya itu apakah samean mengalami kesulitan?
- Partisipan : Untuk itu sih gaada ya, karena media pembelajaran yang berupa elektronik di tempat saya PLP itu sudah ada, sudah terfasilitasi penuh jadi aman-aman saja
- Peneliti : Oke baik, apakah samena mengevaluasi keefektivitasan media pembelajarannya itu?
- Partisipan : Iya, dengan cara formatif itu, dengan cara memberikan soal pertanyaan di setiap chapter, dan di akhir pembelajarannya juga saya menanyakan tentang pemahaman mereka pada hari itu.
- Peneliti : Baik, selanjutnya, apakah samean merasa kesulitan dalam merancang penilaiannya sehingga dapat mencapai TP dan CP nya?
- Partisipan : Iya mbak, sulit banget. Yah dikarenakan saya pribadi belum terlalu memahami kurikulum Merdeka ya, dan juga memang penilaian di kurikulum Merdeka ini banyak, sesuai dengan elemen yang ada di CP yang saya sebutkan tadi itu. Jadi disetiap elemen CP nya itu harus ada nilai di setiap siswa. Itu yang menjadi kesulitan saya selaman merancang modul ajar ketika PLP.
- Peneliti : Jadi itu samean harus selalu memperhatikan satu-persatunya ya? Untuk cara mengatasi kesulitan tersebut gimana?
- Partisipan : Iya, jadi saya memperhatikan mereka meskipun didalam kelas itu sering pembelajaran secara elompok, nah itu yang saya rasa sulit, pembelajaran berdiferensiasi. Kalau untuk cara mengatasinya itu saya menyelaraskan dengan CP nya, jadi misal di penilaian writing ya, nah itu saya menilai dari tulisan atau karya mereka tentang materi pembelajaran pada saat itu, kalau untuk listening saya menilainya dengan cara ketika mereka saya berikan film, begitupun dengan elemen-elemen lainnya yang ada pada CP itu, saya juga selaraskan.
- Peneliti : Kalau untuk strategi, apa yang samean gunakan untuk merancang penilaiannya?
- Partisipan : Kalau merancangnya sendiri rih saya sudah ada ya, memang sudah ada formatnya dari kurikulumnya, jadi saya cuma menyesuaikan dengan CP nya.
- Peneliti : Baik terimakasih. Mungkin apakah ada kesulitan lain yang samean rasakan ketika merancang modul ajar ketika PLP itu?
- Partisipan : Saya rasa itu sudah sih, mungkin itu karena saya kurang paham ya tentang kurikulum Merdeka, ya memang untuk persiapan PLP ini saya tidak maksimal seperti yang kita tau, pembelajran yang kita terapkan ketika matakuliah persiapan PLP itu masih menerapkan

- kurikulum sebelumnya.
- Peneliti : Iya mbak. Jadi kayak kita itu belajar mandiri ya sebelum memberikan pembelajaran kepada siswa itu.
- Partisipan : Iya gitu dah. Yang sangat membantu ya dari internet itu. Mencari referensi tentang modul ajar kurikulum Merdeka.
- Peneliti : Iya begitu ya. Terimakasih atas kesediaan samean menjadi partisipan penelitian saya. Jika di kemudian hari saya membutuhkan informasi lagi apakah samean bersedia untuk saya hubungi ulang?
- Partisipan : Iya boleh mbak.
- Peneliti : Baik terimakasih. Sebelum saya tutup, disini saya akan melakukan member check sebagai credibility test dari informasi/data yang saya peroleh pada hari ini. Saya mencatat poin-poin dari percakapan kita maka dari itu jika informasi ini sudah valid maka samean bis amenandatangani kolom yang sudah saya sediakan
- Partisipan : Emm. Ya mungkin itu sudah cukup mbak. Saya rasa sudah benar apa yang saya omongkan tadi, saya tandatangi ya.
- Peneliti : Iya mbak. Sekali lagi saya mengucapkan terimakasih banyak telah bersedia memberikan informasi tentang pengalaman samean ketika PLP waktu itu. Sekian dari saya wassalamualaikum warahmatullahi wabarakatuh.
- Partisipan : Iya sama-sama mbak, dengan senang hati. Wassalamualaikum warahmatullahi wabarakatuh.

C. Interview with participant 3

- Peneliti : Assalamualaikum warahmatullahi wabarakatuh
- Partisipan : Waalaikumsalam warahmatullahi wabarakatuh
- Peneliti : Perkenalkan Saya Siti Haryuni, Disini Saya Akan Meminta Kesediaan Samean Untuk Berpartisipasi Pada Penelitian Saya Yang Berjudul "*Pre-Service English Teachers' Difficulties In Designing Lesson Plans During Teaching Practicum On Kurikulum Merdeka*". Sebelumnya, iini saya menyiapkan *informed consent form* sebagai lembar persetujuan partisipan penelitian saya, boleh dibaca terlebih dahulu jika samean menyetujui bisa di tanda tangani pada lembar terakhir yang sudah tersedia.
- Partisipan : Iya saya bersedia mbak.
- Peneliti : Baik terimakasih atas kesediaanya. Disini samean mahasiswa TBI UIN Khas Jember ya, nah kemarin pada bulan September – November 2023 itu sudah melaksanakan PLP ya? Nah itu apa sudah menerapkan pembelajaran dalam kurikulum Merdeka?
- Partisipan : Iya sudah mbak, di tempat PLP saya sudah menerapkan pembelajaran berdasarkan kurikulum Merdeka.
- Peneliti : Oke, jadi sesuai dengan penelitian saya pasti samean kan

menghadapi beberapa kesulitan ya dalam merancang modul ajar atau rencana pembelajarannya, karena seperti yang kita ketahui untuk pembelajaran pada matakuliah microteaching yang mana sebagai bekal untuk praktek mengajar di lapangan itu mengalami pembelajaran yang berbeda, kalau di microteaching masih menerapkan pembelajaran kurikulum 2013 sedangkan ketika PLP langsung dihadapkan dengan pembelajaran kurikulum Merdeka.

Partisipan : Iya mbak, saya mengalami beberapa kesulitan waktu saya PLP itu.

Peneliti : Iya, seperti yang akan kita bahas pada pertemuan ini mbak, saya ingin meng-eksplor kesulitan apa yang dialami calon guru bahasa inggris ini dalam merancang modul ajar pada saat PLP di sekoalh yang sudah menerapkan kurikulum Merdeka dan bagaimana cara mengatasinya.

Partisipan : Iya silahkan mbak

Peneliti : Baik langsung saja, tantangan apa yang samean hadapi ketika merumuskan TP yang jelas dan bisa tercapai di kurikulum Merdeka ketika samean PLP?

Partisipan : Mungkin kesulitannya itu ya karena saya belum familiar dengan kurikulum Merdeka ini, kesulitannya untuk pertama kali merumuskan TP atau learning objective, saya masih kesulitan untuk menentukannya yang relevan dengan materi yang akan disampaikan terus juga soalnya learning objective itu kan penting ya buat kayak pedoman gimana sih cara kita ngajarnya nanti. Jadi masih belum familiar denga itu jadi masih perlu butuh baca-baca modul yang relevan dengan materi.

Peneliti : Apa strategi yang digunakan untuk mengatasi kesulitan tersebut?

Partisipan : Saya mencoba untuk membaca dan memahami CP terlebih dahulu karena sebelum saya merumuskan TP ini kita butuh buat membaca CP nya ya. Jadi saya menyesuaikan dengan cara apa agar CP nya itu dapat tercapai, nah itu saya jadikan TP.

Peneliti : Baik, TP yang samean rumuskan itu apakah sudah sesuai dengan tujuan kurikulum Merdeka?

Partisipan : Menurut saya sudah karena sudah sesuai dengan CP kurikulum Merdeka itu sendiri

Peneliti : Bagaimana cara samean memastikan bahwa TP nya itu selaras dengan kurikulum Merdeka?

Partisipan : Seperti yang sudah saya jelaskan sebelumnya, saya sudah menyesuaikan atau menyelaraskan dengan CP nya, dikarenakan CP itu sudah ada dalam chapter pembelajarannya dan sebelum itu saya juga membaca modul ajar yang relevan dengan materi saya waktu itu. Dari menyelaraskan diawal itu juga bisa dibilang bahwa TP yang saya buat juga sesuai dengan tujuan kurikulumnya.

Peneliti : Oh begitu. Kalau untuk CP nya sendir itu kan sudah ada di setiap chapter ya, jadi samean tidak membuatnya atau merancang sendiri melainkan hanya mengembangkan CP tersebut. Nah kesulitan atau tantangan apa yang samean hadapi dalam mempertahankan dan

menilai CP tersebut agar sesuai dengan yang diinginkan pada saat samean PLP?

Partisipan : Nah iya itu, saya itu masih kesulitan di beberapa elemen capaiannya ya, kalau di kurikulum Merdeka ini kan ada elemen capaian gitu di CP nya. Nah saya itu masih kesulitan untuk memahami capaian itu yang sesuai dengan beberapa elemen karena seperti yang kita pelajari pada kurikulum sebelumnya tidak ada capain per-elemen itu.

Peneliti : Oh iya memang jadi harus mencapai capain elemen itu ya, terus strategi apa yang samean gunakan untuk mencapai CP siswa secara efektif sesuai dengan tujuan kurikulum Merdeka?

Partisipan : Untuk mencapai empat elemen pada CP nya itu saya dalam proses belajar-mengajar itu saya mencoba untuk mencapai elemen yang ditentukan dengan materi yang sesuai pada saat itu, contohnya: untuk listening, pertama saya itu memberikan bacaan berupa *narrative task* yang saya bacakan sendiri kepada mereka setelah itu meminta siswa untuk membacakan *narrative task* yang ada di *task book* mereka dan terakhir untuk *assessment* nya itu saya meminta siswa untuk menuliskan *narrative task*.

Peneliti : Jadi dari materi *narrative task* itu samean bisa mencapai elemen yang ada pada CP ya?

Partisipan : Iya mbak, dari situ juga saya bisa menilai bagaimana keaktifan mereka dalam belajar, saya juga bisa melihat mana siswa yang berkemampuan tinggi, sedang, dan rendah.

Peneliti : Baik. Apakah menurut samean CP yang sudah dirumuskan itu dapat membantu siswa belajar dengan yang diinginkan pada samean PLP?

Partisipan : Sangat membantu sekali mbak, tetapi seperti yang saya alami itu ada beberapa siswa yang memang mengalami keterlambatan dalam belajar, nah disitu bisa saya simpulkan bahwa anak itu yang kurang mencapai elemen CP nya, selebihnya untuk siswa yang lain saya rasa mereka bisa mencapai CP yang sudah ditentukan itu.

Peneliti : Bagaimana cara samean mengetahui keberhasilan CP nya?

Partisipan : Kalau saya dengan melakukan *assessment*, jadi dengan formatif *assessment* untuk mengetahui apakah siswa itu sudah paham atau belum untuk pembelajaran pada saat itu dengan menggunakan LKPD pada akhir pembelajaran.

Peneliti : Kalau untuk materi pembelajarannya itu sendiri apakah samean mengalami kesulitan dalam memilih dan merumsukan materinya agar sesuai dengan TP dan CP?

Partisipan : Iya saya masih sedikit merasa kesulitan untuk memilih dan mengembangkan materinyayang sesuai dengan tujuan pembelajarannya mbak.

Peneliti : Strategi apa yang samean gunakan untuk mengatasi kesulitan tersebut?

Partisipan : Jadi pertama saya lihat dulu materi yang ada di *task book* mereka

itu apakah sudah sesuai dengan TP dan CP nya, juga dengan mencari referensi dari internet, dan meminta panduan atau pengetahuan dari guru bahasa Inggris yang ada disana (tempat PLP).

Peneliti : Bagaimana cara sama memastikan bahwa materi pembelajaran yang sama rumuskan itu dapat mencapai TP dan CP nya?

Partisipan : Gini mbak, saya kan disana juga ada pamong ya, nah saya juga di berikan arahan oleh pamong saya, setelah saya merumuskan materi pembelajaran tersebut kemudian saya konsultasi kepada beliau apakah materi ini sudah sesuai atau belum dengan TP dan CP nya.

Peneliti : Baik, jadi tidak semata-mata sama mengatakan bahwa materinya sudah sesuai ya, tetapi itu karena sudah dikoreksi oleh guru bahasa Inggris yang memang sudah mengajar disana ya?

Partisipan : Iya betul mbak, dikarenakan ya kurangnya pemahaman saya tentang bagaimana pembelajaran pada kurikulum Merdeka ini, jadi saya konsultasi kepada pamong saya sebelum memberikan materi pembelajaran kepada siswa.

Peneliti : Iya mbak, bagaimana sama mengetahui bahwa materi pembelajarannya itu sudah sesuai dengan TP dan CP nya?

Partisipan : Iya karena sebelum merumuskan materi pembelajarannya itu saya sudah menyesuaikan dengan TP dan CP nya kemudian diakhir pembelajaran itu saya juga memberikan beberapa pertanyaan kepada mereka dan beberapa siswa dapat menjawab pertanyaan yang saya berikan, begitu.

Peneliti : Kalau untuk metode pembelajarannya mbak? Tantangan apa yang dihadapi ketika memilih dan menerapkan metode pembelajaran yang mengedepankan pembelajaran aktif dan pendekatan yang berpusat pada siswa?

Partisipan : Untuk metode pembelajarannya ya, sama sih kayak yang tadi. Tantangannya itu bagaimana cara untuk memilih metode yang sesuai dengan kurikulum dan juga untuk mencapai capaian dan tujuan pembelajaran yang sudah dibuat, itu kesulitan saya mbak tapi lebih ke bagaimana agar siswa itu tidak bosan dan lebih excited dalam belajar

Peneliti : Bagaimana cara sama mengatasi tantangan tersebut?

Partisipan : Yang saya lakukan pada waktu itu untuk mengatasi kesulitan saya memilih dan menerapkan metode nya itu dengan mencari referensi metode pembelajaran yang menarik di internet seperti tiktok, youtube dan sebagainya dan yang saya rasa efektif untuk pembelajaran siswa kelas 7 karena pada waktu itu saya mengajar kelas 7 SMP.

Peneliti : Okey jadi sama mencari referensi metode pembelajaran yang cocok untuk mereka ya. Nah, bagaimana cara sama menyesuaikan metode pembelajaran dengan perbedaan gaya belajar setiap siswa? Seperti yang kita ketahui untuk pembelajaran kurikulum Merdeka itu menerapkan *differentiated learning*

(pembelajaran yang berbeda).

Partisipan : Jadi waktu saya PLP itu saya kadang menerapkan pembelajaran secara berkelompok dan setiap kelompok itu menuliskan kalimat sesuai materi ya (*narative task*) pada saat itu secara berantai, jadi meskipun mereka berkelompok tetapi setiap siswa mendapatkan bagian untuk menulis *narative task* nya satu kalimat, jadi saya menggunakan metode *change writing*, nah disitu saya membagi siswa terdiri dari 5 kelompok, nah tapi tiap kelompok itu bekerja secara berantai atau *change*, sehingga saya melihat kemampuan per-individu siswa.

Peneliti : Jadi itu gantian menulis kalimat dalam *narative task*, begitu?

Partisipan : Iya betul, jadi setiap siswa dalam kelompok itu bisa aktif dalam pembelajaran.

Peneliti : Dengan pembelajaran *change writing* itu samean dapat menilai kemampuan setiap siswanya ya? Kemudian langkah yang samean ambil untuk mengatasi perbedaan gaya belajar siswa nya bagaimana?

Partisipan : Perbedaan kemampuan siswa dalam belajar nya ya? Itu kan tadi pembelajaran secara kelompok ya, jadi setelah itu saya meminta setiap siswa itu menuliskan sendiri secara utuh paragraf *narative task* dan saya juga memfokuskan perhatian saya kepada siswa yang mungkin bisa terbilang berkemampuan dibawah yang lainnya, saya mendampingi siswa tersebut dan ketika ada siswa yang kesulitan saya juga memperhatikan mereka dan menjelaskan ulang materi yang mana yang mereka belum paham. Begitu mbak.

Peneliti : Boleh samean tunjukan kesulitan dalam memilih metode pembelajarannya?

Partisipan : Maksudnya dokumentasi nya mbak? Kalau dokumentasi ketika mengajarnya tidak ada tapi ini saya ada contoh tugas yang mereka tulis pada waktu itu

Peneliti : Oh iya boleh contoh tugas mereka saja mbak.

Partisipan : Ini mbak (dengan memperlihatkan tugas yang siswa kerjakan saat belajar-mengajar)

Peneliti : Baik terimakasih. Selanjutnya, apakah samean mengalami kesulitan dalam menentukan media pembelajaran unuk meningkatkan pengalaman belajar siswa?

Partisipan : Iya saya mengalami kesulitan dalam hal itu karena kurangnya fasilitas yang ada di sana seperti LCD dan proyektor jadi saya kurang maksimal untuk memberikan dan mengembangkan materi pembelajarannya. Saya kurang maksimal menggunakan spesifik media pembelajaran karena menurut saya materi *narative task* itu juga butuh gambaran yang menurut saya bagus jika ditampilkan melalui proyektor agar siswa itu dalam melihat dengan jelas dan memahaminya.

Peneliti : Kemudian dengan cara apa samean menentukan media pembelajarannya itu?

- Partisipan : Jadi saya ganti dengan menggunakan *picture* dan sesekali saya lihat kan video melalui laptop atau alat elektronik pribadi saya.
- Peneliti : Oh begitu. Lalu tantangan apa yang samaan ditemui dalam memilih dan memanfaatkan media pembelajaran agar sesuai dengan TP nya?
- Partisipan : kesulitannya pertama yaitu tadi karena kurangnya fasilitas, yang kedua mungkin lebih ke kurang fokusnya mereka dalam belajar karena pada waktu itu saya mengajarnya di kelas 7 SMP, saya berikan materi pembelajaran melalui gambar lengkap dengan ceritanya akan tetapi mereka tidak fokus dengan ceritanya melainkan fokus pada gambarnya saja.
- Peneliti : Terus bagaimana cara yang samaan gunakan untuk mengatasi kesulitan tersebut?
- Partisipan : Jadi yang pertama itu ya yang awalnya saya ingin menampilkan video saya ganti dengan gambar. Yang kedua, jadi ketika beberapa siswa kurang fokus, saya mencoba bertanya kepada siswa tersebut bagian mana yang belum faham dan saya jelaskan ulang.
- Peneliti : Apakah samaan mengevaluasi keefektifitasan media pembelajaran yang samaan gunakan?
- Partisipan : Iya tentu, jadi yang awalnya saya ingin menampilkan video tadi itu ya saya ganti dengan gambar, karena kurang maksimal jika saya menggunakan video akan tetapi medianya tidak memadai, kemudian juga saya melakukan evaluasi dengan memberikan pertanyaan kepada mereka diakhir pembelajaran.
- Peneliti : Kesulitan apa yang dihadapi dalam merancang penilaian atau assessment yang secara akurat mengukur kemajuan dan prestasi siswa?
- Partisipan : Kesulitannya itu ya lebih ke apakah sudah sesuai dengan standart kurikulum Merdeka, apakah sudah mencapai penilaian yang sesuai dengan CP nya.
- Peneliti : Strategi apa yang samaan gunakan untuk merancang penilaian tersebut?
- Partisipan : Untuk merancang penilaiannya itu saya menyesuaikan dengan CP nya ya, yang pertama ada elemen reading jadi saya memberikan task (narrative task) kepada siswa, yang kedua listening saya memberikan sebuah video tentang materi tersebut, yang ketika speaking itu saya meminta siswa untuk membacakan sebuah narrative task di depan kelas, dan yang terakhir itu writing saya meminta siswa untuk membuat sebuah narrative task. Nah dengan begitu juga saya dapat memastikan bahwa itu bisa sesuai dengan TP dan CP nya.
- Peneliti : Bisa samaan tunjukkan untuk assessment nya?
- Peneliti : Iya ini mbak, sudah saya cantumkan juga pada modul ajar saya.
- Peneliti : Baik terimakasih. Apakah ada kesulitan lain ketika samaan merancang modul ajar ketika PLP?
- Partisipan : Saya rasa cukup itu sih mbak, ya mungkin terjadinya kesulitan itu

karena saya kurang familiar dengan kurikulum Merdeka jadi saya merasa kesulitan untuk pertama kali membuat modul ajar kurikulum Merdeka.

Peneliti : Jadi secara langsung samean bisa dibilang belajar dari awal juga ya dalam pembelajaran kurikulum Merdeka ini karena ketika persiapan PLP nya masih menerapkan kurikulum sebelumnya ya?

Partisipan : Iya mbak.

Peneliti : Oke baik terimakasih. Mungkin cukup itu pertanyaan pada hari ini, nanti kalau ada informasi yang saya butuhkan boleh saya menghubungi samean kembali?

Partisipan : Iya boleh mbak.

Peneliti : Sekali lagi saya mengucapkan terimakasih banyak, sebelum saya akhiri saya akan melakukan *member check* sebagai *credibilit test* untuk mengecek kembali ke-valid an data yang sudah saya dapatkan melalui interview pada hari ini. Bisa samean cek kembali catatan saya kalau memang ini sudah valid bisa samean tanda tangani lembar *credibility test* yang sudah saya siapkan.

Partisipan : Saya rasa ini sudah benar mbak. Saya tanda tangani disini ya

Peneliti : Iya mbak, terimakasih. Saya akhiri wassalamualaikum warahmatullahi wabarakatuh

Partisipan : Sama-sama mbak. Waalaikumsalam waahmatullahi wabarakatuh.



Appendix 9: Transcript of Interview (for Analysis)

TRANSCRIPT OF INTERVIEW

for Analysis

note: pada transkrip interview untuk analisis tematik ini, partisipan penelitian menggunakan isial X (Partisipan 1), Y (Partisipan 2), dan Z (Partisipan 3) untuk mempermudah peneliti dalam menganalisis.

Peneliti : saya ingin meng-eksplor kesulitan dan cara mengatasinya ketika anda membuat modul ajar karena seperti yang di alami ketika mata kuliah microteaching masih menerapkan kurikulum 2013 tetapi ketika PLP kita langsung dihadapkan dengan pembelajaran yang sudah menerapkan pembelajaran kurikulum Merdeka, nah pastinya kita mengalami kesulitan ketika merancang modul ajar tersebut. **Apa tantangan yang anda hadapi ketika merumuskan tujuan pembelajaran (TP) yang jelas dan tercapai pada modul ajar kurikulum Merdeka?**

X : jadi untuk tantangan yang saya hadapi sendiri dalam merumuskan TP agar sesuai dengan tujuan kurikulum Merdeka tersebut adalah karna kurikulum Merdeka mempunyai tujuan menjadikan pembelajaran yang lebih menyenangkan dan efektif sehingga saya harus menjadi pengajar yang lebih kreatif dan juga memberikan beberapa pembaharuan dalam media ajar.

Y : Mungkin lebih ke kurang pahamnya saya terhadap kurikulum Merdeka, Untuk TP saya menyesuaikan dengan CP yang sudah ada dalam modul pembelajaran siswa di setiap chapternya dan saya harus menyampaikan tujuan pembelajarannya itu setiap saya masuk ke kelas untuk melaksanakan pembelajaran. maka dari itu harus jelas di TP nya.

Z : Belum familiarnya dengan kurikulum Merdeka sehingga saya kesulitan untuk menentukan TP yang relevan dengan materi yang akan disampaikan dan karena TP ini penting untuk pedoman pembelajaran kedepannya.

Peneliti : **Strategi apa yang di gunakan ketika merumuskan tujuan pembelajaran (TP)?**

X : Untuk strategi yang saya gunakan sejauh ini adalah dengan menyesuaikan CP atau capaian pembelajarannya dengan mencari beberapa referensi dari google, youtube dan termasuk instagram dan tiktok.

Y : Strateginya itu saya memperhatikan taksonomi bloom yang diberikan oleh guru pamong, jadi di taksonomi bloom nya membaca dulu, habis itu menentukan. Nah acuannya sih sebenarnya taksonomi bloom itu membantu saya merumuskan tujuan pembelajaran (TP).

Z : Saya mencoba memahami CP terlebih dahulu kemudian merumuskan TP dengan menyesuaikan dengan CP nya.

Peneliti : untuk CP nya itu kan sudah ditentukan di setiap chapter pembelajarannya. **Kesulitan apa yang dihadapi untuk mempertahankan nilai CP itu agar agar sesuai dengan tujuan kurikulum Merdeka?**

X : saya merasa sedikit banyak merasa kesulitan karena ability setiap siswa dalam kelas itu kan berbeda untuk mencapai CP itu

- Y : Saya kesulitan untuk menyesuaikan beberapa elemen yang ada seperti *writing, reading, speaking, dan listening*
- Z : Saya kesulitan untuk memahami beberapa elemen capaiannya yang ada di CP modul ajar kurikulum Merdeka karena saya tidak mempelajari itu pada pembelajaran kurikulum sebelumnya.
- Peneliti : **Strategi apa yang digunakan untuk mencapai CP agar pembelajarannya efektif?**
- X : Dengan membentuk kelompok terdapat siswa yang memiliki ability lebih tinggi sampai rendah sehingga murid yang mempunyai kemampuan rendah bisa mengikuti yang lain.
- Y : dengan menggunakan metode pembelajaran yang menarik. Ketika PLP itu saya sering menggunakan metode TGT (teams games tournament) jadi meskipun itu pembelajaran secara kelompok, saya tetap memperhatikan per-individu siswanya dan memberi kan soal di setiap siswa meskipun pembelajarannya melauai kelompok atau grup.
- Z : Saya mencoba memahami beberapa elemen pada CP itu kemudian diterapkan dalam metode pembelajaran yang dapat mencapai CP nya.
- Peneliti : **apakah CP yang sudah dirumuskan itu membantu siswa belajar sesuai dengan yang diinginkan pada saat samean PLP dan bagaimana cara mengukur keberhasilan tersebut?**
- X : Iya, dengan melakukan ujian sumatif dimana dan juga memberikan beberapa pertanyaan mengenai materi di akhir pembelajaran
- Y : Iya, dengan memberikan beberapa pertanyaan di akhir pembelajan dan mereka bisa menjawab dengan baik.
- Z : Iya, meskipun masih ada siswa yang menurut saya belum mencapai elemen CP nya tetapi mereka masi bisa mengejanya dengan cara menjawab soal formatif assessment dan LKPD di akhir pembelajaran.
- Peneliti : **apa kendala yang dihadapi ketika memilih bahan ajar/materi pembelajaran agar sesuai dengan kurikulum Merdeka dan juga sesuai dengan TP dan CP?**
- X : Untuk memilih teaching material sendiri sebenarnya saya merasa kesulitan tetapi tidak sesulit ketika saya membuat TP dalam modul ajar ini
- Y : Kalau memilihnya sih saya tidak kesulitan karena sudah ada pdf book dari sekolah kan tetapi kesulitan pada saya sendiri itu untuk mengembangkan materinya itu, agar tidak monoton selalu berpacu pada pdf book nya.
- Z : Saya rasa untuk memilihnya tidak kesulitan tapi saya kesulitan dalam mengembangkan materi pembelajarannya
- Peneliti : **bagaimana cara mengatasinya?**
- X : saya menggunakan beberapa media untuk membantu untuk mengatasi kesulitan saya dengan mencari referensi-referensi materi pembelajaran yang sesuai dengan *chapter* pada saat itu
- Y : Dengan mencari referensi pembelajaran yang cocok dan menarik sehingga dapat mencapai pemahaman siswa terhadap materinya.
- Z : Saya melihat dulu materi pembelajarannya untuk menyesuaikan dengan TP dan CP kemudian saya juga mencari referensi dari intenet dan meminta panduan dari pamong saya.

Peneliti : **strategi apa yang digunakan untuk memastikan bahwa materi pembelajarannya itu dapat mendukung/ mencapai TP dan CP?**

X : Dengan menyesuaikan TP dan CP

Y : Strateginya itu dengan menyelaraskan TP dan CP nya

Z : Dengan konsultasi kepada pamong (guru bahasa inggris disana) untuk menyelaraskan dengan TP dan CP karena saya sendiri pun masih kurang paham dengan kurikulum Merdeka sendiri

Peneliti : **Tantangan apa yang dihadapi ketika memilih dan menerapkan metode pembelajaran yang mengedepankan pembelajaran yang aktif dan pendekatan yang berpusat pada siswa?**

X : Saya merasa kesulitan untuk menentukan metode pembelajaran karena pembelajaran pada kurikulum Merdeka ini menggunakan metode pendekatan berpusat pada siswa sehingga saya sulit mencari metode yang cocok dan dapat membuat siswa exited untuk belajar

Y : Tantangan yang saya hadapi dalam memilih metode yang menarik dan cocok untuk materi pada saat itu.

Z : Tantangannya itu bagaimana cara untuk memilih metode pembelajaran yang sesuai dengan kurikulum dan dapat mencapai TP dan CP

Peneliti : **Bagaimana cara mengatasi tantangan dalam memilih metode pembelajarannya?**

X : Dengan mencari referensi pembelajaran yang sesuai dengan materi dan cocok untuk siswa kelas itu pada saat saya PLP

Y : Saya dengan mencari referensi di media sosial seperti tiktok dan juga dari internet tentang metode pembelajaran yang sesuai dengan materi.

Z : Mencari referensi metode pembelajaran yang menarik di internet seperti tiktok, youtube dan sebagainya dan yang saya rasa efektif untuk pembelajaran anak kelas 7 SMP

Peneliti : **Bagaimana cara untuk menyesuaikan metode pembelajaran dengan perbedaan gaya belajar siswa yang merupakan ciri khas nya pembelajaran dalam kurikulum Merdeka?**

X : Kebetulan pada saat itu saya mendapat kesempatan untuk menyampaikan materi fairy tale jadi saya memilih metode pembelajaran yang cocok untuk mereka dengan menonton film sesuai dengan materi yang trending dikalangan mereka sehingga mereka mau untuk belajar

Y : Kalau saya dengan memperhatikan beberapa siswa yang kurang mampu memahami materi sehingga saya jelaskan ulang sampai mereka paham

Z : Meskipun saya menerapkan pembelajaran secara kelompok tetapi dalam kelompok itu pasti mendapatkan bagian untuk menuliskan materi pada saat itu yaitu *narrative text* dengan cara *change writing* dari situ saya memahami kemampuan siswa dan siswa yang kurang mampu saya jelaskan ulang materinya

Peneliti : **Langkah apa yang diambil untuk mengakomodasi perbedaan gaya belajar siswa?**

X : Pertama pendekatan dengan siswa sehingga saya mengetahui apa kegemaran mereka dan memilih metode pembelajaran yang sesuai dengan kegemaran mereka

- Y : Dengan pembelajaran secara kelompok kemudian mengetahui perbedaan kemampuan pemahaman dalam belajarnya
- Z : Seperti yang saya jelaskan sebelumnya, saya menerapkan pembelajaran secara kelompok kemudian saya mengetahui kemampuan siswa dan saya menampah kefokusannya kepada siswa yang kurang mampu memahami materi
- peneliti : **Apakah sama-sama merasa kesulitan dalam memilih dan memanfaatkan media pembelajaran agar pembelajarannya aktif dan pendekatan yang berpusat pada siswa?**
- X : Tidak terlalu merasa kesulitan
- Y : Iya,. Saya terkadang mengalami kesulitan dalam memilih dan mencari video/film yang cocok untuk mereka dan selaras dengan materi pembelajaran pada saat itu.
- Z : Iya, karena kurangnya fasilitas yang ada di sekolah
- Peneliti : **Dengan cara apa memilih dan memanfaatkan media pembelajaran?**
- X : Dengan mengetahui kegemaran mereka dan bisa saya simpulkan bahwa dengan memberikan pembelajaran melalui film yang cocok dengan materi fairy tale
- Y : Pertama saya mencari film yang sesuai dengan materi kemudian jika tidak menemukan saya ganti dengan cerita fairy tale yang lain sesuai dengan materi
- Z : Kalau saya dengan mencari gambar pada internet kemudian diberikan cerita naratif teks dibawahnya dan saya print out untuk dibagi kepada siswa
- Peneliti : **apakah anda mengevaluasi keefektifitasan media pembelajarannya itu?**
- X : Iya, pertama dengan cara formatif ketika kegiatan pembelajaran berlangsung, kedua dengan cara sumatif ketika selesai satu chapter
- Y : Iya, dengan cara formatif itu, dengan cara memberikan soal pertanyaan di setiap chapter, dan di akhir pembelajarannya juga saya menanyakan tentang pemahaman mereka pada hari itu.
- Z : Iya karena yang awalnya saya ingin menampilkan video tetapi karena kurangnya fasilitas sekolah maka saya ganti dengan gambar/foto dan juga dengan memberikan beberapa pertanyaan pada akhir pembelajaran
- Peneliti : **apakah anda merasa kesulitan dalam merancang penilaiannya sehingga dapat mencapai TP dan CP?**
- X : Menurut saya tidak terlalu sulit karena saya sudah melihat kemampuan siswa sehingga saya dapat membuat assessment/penilaiannya
- Y : Iya mbak, sulit banget. karena saya pribadi pun belum terlalu memahami kurikulum Merdeka ya, dan juga memang penilaian di kurikulum Merdeka ini banyak, sesuai dengan elemen yang ada di CP.
- Z : Kesulitannya itu lebih ke menyesuaikan dengan standart kurikulum Merdeka dan dapat mencapai CP nya
- Peneliti : **Apa strategi yang digunakan untuk merancang penilaiannya?**
- X : Dengan mengetahui kemampuan siswa terlebih dahulu sehingga dapat merancang penilaiannya sesuai dengan CP
- Y : Kalau merancang sendiri sih saya sudah ada ya, memang sudah ada formatnya dari kurikulumnya, jadi saya cuma menyesuaikan dengan CP nya.
- Z : Menyesuaikan dengan elemen yang ada pada CP.

Appendix 10: Result of Thematic Analysis

ANALISIS TEMATIK INITIAL CODING (PENGKODEAN AWAL)

No.	Kategori	Pernyataan berdasarkan interview
1.	Kesulitan merumuskan TP	• Kesulitan dalam membuat TP yang lebih kreatif dan memberikan pembaharuan seperti tujuan kurikulum Merdeka (X) • Kurang paham kurikulum Merdeka (Y) • Kesulitan menentukan TP yang relevan dengan materi (Z)
2.	Strategi merumuskan TP	• Mencari referensi di internet (X) • Menggunakan taksonomi bloom (Y) • Menyesuaikan dengan CP (Z)
3.	Kesulitan mempertahankan nilai CP	• Kesulitan karena ability siswa berbeda-beda (X) • Kesulitan menyesuaikan elemen CP (Y) • Kesulitan memahami elemen CP (Z)
4.	Strategi mencapai CP	• Membentuk kelompok siswa dengan ability berbeda-beda (X) • Menggunakan metode TGT dan memperhatikan ability siswa (Y) • Memahami dan menerapkan elemen CP dalam metode pembelajaran (Z)
5.	Kesulitan Memilih dan Mengembangkan Materi Pembelajaran	• Merasa sedikit sulit tapi tidak sesulit ketika merumuskan TP (X) • Kesulitan mengembangkan materi agar tidak monoton (Y) • Kesulitan memilih materi yang sesuai dengan TP dan CP (Z)
6.	Kesulitan Memilih Metode Pembelajaran yang Aktif	• Kesulitan menentukan metode yang membuat siswa exited (X) • Kesulitan menentukan metode yang sesuai dengan kurikulum dan CP (Y,Z)
7.	Strategi Memilih Metode Pembelajaran	• Menyesuaikan metode dengan kemampuan siswa (X) • Mencari referensi di media sosial (Y) • Mencari referensi di internet dan konsultasi dengan pamong (Z)
8.	Kesulitan Memilih dan Memanfaatkan Media Pembelajaran	• Tidak merasa kesulitan (X) • Kesulitan mencari video/film yang cocok (Y) • Kesulitan karena kurangnya fasilitas sekolah (Z)
9.	Strategi Memilih	• Mencari referensi dari internet (X)

	Media Pembelajaran	• Mencari film sesuai dengan materi (Y) • Mencari gambar di internet (Z)
10.	Evaluasi Keefektifitasan Media Pembelajaran	• Menggunakan evaluasi formatif dan sumatif (X, Y, Z)
11.	Kesulitan Merancang Penilaian	• Tidak begitu merasa kesulitan (X,Y) • Kesulitan menyesuaikan dengan standar kurikulum Merdeka (Z)
12.	Strategi Merancang Penilaian	• Mengetahui kemampuan setiap siswa dan juga menyesuaikan dengan CP (X) • Menyesuaikan dengan elemen CP (Y, Z)

AXIAL CODING (PENGELOMPOKAN KODE)

No.	Kategori	Pernyataan
1.	Pemahaman dan Penerapan Kurikulum Merdeka	• Kesulitan memahami dan menerapkan elemen CP • Strategi merumuskan TP (Taksonomi Bloom, mencari referensi) • Kesulitan mempertahankan nilai CP
2.	Perancangan dan Implementasi Pembelajaran	• Strategi mencapai CP • Kesulitan memilih dan mengembangkan materi pembelajaran • Kesulitan memilih metode pembelajaran yang aktif dan sesuai • Strategi memilih metode pembelajaran
3.	Penggunaan Media dan Penilaian Pembelajaran	• Kesulitan memilih dan memanfaatkan media pembelajaran • Strategi memilih media pembelajaran • Evaluasi keefektifitasan media pembelajaran • Kesulitan merancang penilaian • Strategi merancang penilaian

TEMA UTAMA

No.	Kategori	Pernyataan
1.	Kesulitan dalam Pemahaman dan Penerapan Kurikulum Merdeka	Mahasiswa/i mengalami kesulitan dalam memahami dan menerapkan elemen-elemen yang ada dalam Kurikulum Merdeka, terutama dalam merumuskan tujuan pembelajaran dan mencapai capaian pembelajaran.

2.	Strategi Perancangan dan Implementasi Pembelajaran	Beragam strategi digunakan oleh mahasiswa/i untuk merancang dan mengimplementasikan pembelajaran, termasuk dalam memilih metode dan media pembelajaran, serta merancang penilaian yang efektif.
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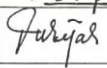
TABEL ANALISIS

No.	Tema Utama	Axial Coding	Initial Coding
1.	Kesulitan dalam Pemahaman dan Penerapan Kurikulum Merdeka	Pemahaman dan Penerapan Kurikulum Merdeka	Kesulitan memahami Kurikulum Merdeka
			Strategi merumuskan TP (Taksonomi Bloom, Referensi)
2.	Strategi Perancangan dan Implementasi Pembelajaran	Perancangan dan Implementasi Pembelajaran	Kesulitan memilih dan mengembangkan materi pembelajaran
			Kesulitan memilih metode pembelajaran yang aktif
			Strategi memilih metode pembelajaran
		Penggunaan Media dan Penilaian Pembelajaran	Kesulitan memilih media pembelajaran
			Kesulitan menggunakan media pembelajaran
			Kesulitan merancang penilaian

CREDIBILITY TEST

(member check)

The member checking is to determine the suitability of the data obtained by the researcher with the data provided by the data provider. If the data obtained is appropriate and agreed upon by the data provider, the data is declared valid. The data approval signature, that is used as a credibility test from the informants of interview, is below:

No.	Name	Participant's Signature
1.	QA	
2.	EMF	
3.	AA	

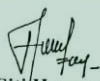
Supervisor



Mega Fariziah Nur Humairoh, M. Pd.
NIP: 199003202019032010

Jember, 31st of July, 2024

Researcher



Siti Haryuni
NIM: 201101060013

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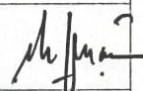
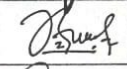
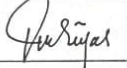
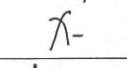
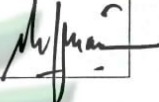
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Appendix 12: Journal of Research

JOURNAL OF RESEARCH

Pre-service English Teachers' Difficulties in Designing Lesson Plans during Teaching Practicum on *kurikulum merdeka*

No.	Time	Research Subject	Informant	Signature
1.	17 th of July 2024	Sending a permission letter for doing research	Lektor Kepala/ Wakil Dekan Bidang Akademik FTIK UIN KHAS Jember	
2.	24 th of July 2024	Collecting data through interview	Pre-service English teacher class (1 st participant)	
3.	25 th of July 2024	Collecting data through interview	Pre-service English teacher class (2 nd participant)	
4.	28 th of July 2024	Collecting data through interview	Pre-service English teacher class (3 rd participant)	
5.	31 st of July 2024	Asking research's finished letter	Lektor Kepala/ Wakil Dekan Bidang Akademik FTIK UIN KHAS Jember	

Jember, 31st of July 2024

The head of English study program of UIN Khas Jember


Dewi Nurul Qomarivah, S. S., M. Pd.
NIP. 197901272007102003

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Appendix 13: Teaching Modules

1. Participant 1

MODUL AJAR

Nama Penyusun :
Nama Sekolah :
Mata Pelajaran : Bahasa Inggris
Fase CP : F
Konten/Materi : Fairy Tale
Kelas/Semester : XI / Semester 1
Tahun Pelajaran : 2023-2024
Alokasi Waktu : 5 JP (5 x 45 Menit)

Capaian Pembelajaran Fase F

Elemen Menyimak - Membaca	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian- kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi.
---------------------------	--

Tujuan Pembelajaran

- Peserta didik dapat menebak judul *fairy tale* yang sesuai dengan gambar yang ditampilkan oleh guru.
- Peserta didik dapat mencari kosa kata dari bacaan yang telah disediakan, seperti: adj, verb, adverb.
- Peserta didik dapat mengucapkan kosa kata yang telah disediakan dengan *pronunciation* yang benar
- Peserta didik dapat mengisi kata rumpang dengan kata yang sesuai
- Membimbing, mengarahkan dan memberikan pengajaran eksplisit kepada peserta didik untuk mengembangkan keterampilan membaca untuk dapat lebih memahami isi cerita.

- Peserta didik dapat memahami generic structure dan language feature dari cerita “The Goose girl”
- Peserta didik dapat mencari dan mengenali ciri-ciri generic structure dan language feature dalam cerita “Sleeping beauty”
- Peserta didik dapat mengingat kembali tentang isi dari generic structure dan language feature
- Peserta didik mampu menjawab pertanyaan tentang cerita “*sleeping beauty*”
- Peserta didik mampu mencocokkan potongan kalimat yang ada di kolom sebelah kiri dengan kelanjutan dari potongan kalimat yang ada di kolom sebelah kanan tentang cerita “*the goose girl*”

Indikator Keberhasilan Tujuan Pembelajaran

1. Peserta didik mampu menemukan informasi tersirat yang sesuai dengan gambar yang ditampilkan oleh guru.
2. Peserta didik mampu menyebutkan kosa kata dengan pronunciation yang benar.
3. Peserta didik mampu melengkapi kata rumpang dengan kata yang sesuai
4. Peserta didik mampu mengimplementasikan keterampilan membaca untuk lebih memahami isi cerita.
5. Peserta didik mampu memahami generic structure dan language feature dari cerita “*the goose girl*”
6. Peserta didik mampu mencocokkan potongan kalimat yang telah disediakan dalam cerita “*the goose girl*”

Tujuan Akhir Kegiatan Pembelajaran

1. Peserta didik mampu menemukan informasi tersirat yang sesuai dengan gambar yang ditampilkan oleh guru. untuk membentuk peserta didik yang berpikir kritis, dan mandiri.
2. Peserta didik mampu menyebutkan kosa kata dengan pronunciation yang benar untuk membentuk peserta didik yang berpikir kritis,dan mandiri.
3. Peserta didik mampu melengkapi kata rumpang dengan kata yang sesuai untuk membentuk peserta didik yang berpikir kritis,dan mandiri
4. Peserta didik mampu mengimplementasikan keterampilan membaca untuk lebih memahami isi cerita untuk membentuk peserta didik yang berpikir kritis,dan mandiri
5. Peserta didik mampu memahami generic structure dan language feature dari cerita "*the goose girl*" untuk membentuk peserta didik yang berpikir kritis,dan mandiri
6. Peserta didik mampu mencocokkan potongan kalimat yang telah disediakan dalam cerita "*the goose girl*" untuk membentuk peserta didik yang berpikir kritis,dan mandiri

Dimensi Profil Pelajar Pancasila

1. **Berpikir kritis:** peserta didik mampu menghidupkan percakapan dan mengaitkannya dalam kehidupan sehari-hari.
2. **Mandiri:** peserta didik mampu memberikan pendapat secara mandiri terhadap penampilan peserta didik lainnya.

Kompetensi Awal (Pengetahuan/Keterampilan Prasyarat)

Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai teks fairy tale yang akan dipelajari dan keterampilan awal membaca, antara lain menebak isi bacaan dari konteks yang diberikan. Selain itu, kegiatan ini dapat mengembangkankemampuan bernalar dan komunikatif dengan

membandingkan antara pengetahuan awal peserta didik dengan informasi dalam gambar dengan informasi baru yang ada dalam cerita serta menyampaikan gagasannya.

Pemahaman bermakna

Peserta didik mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik sesuai dengan konteks peserta didik dan isu-isu penting lainnya, seperti: konsep diri, kesehatan mental, kecerdikan dan tindakan benar-salah.

Pertanyaan Pematik

Sebelum memulai pembelajaran, pada kegiatan inti, peserta didik diberikan kesempatan untuk menjawab pertanyaan berikut:

1. Are you familiar with fairy tales?
2. Have you ever read a fairy tale?
3. What kind of fairy tale do you like best? Why?
4. Are you familiar with a story titled “The Goose Girl”?
5. What do you think this story is going to be about?

Model Pembelajaran

Model Pembelajaran	: Discovery Learning
Metode Pembelajaran	: Menjawab, Menganalisis , dan Diskusi
Media	: PPT , e-book , Buku paket

Media, Sarana & Prasarana

- | | | |
|-----------------------|----------------------------|----------------------------------|
| 1. Gawai | 4. Buku Teks | 7. Handout materi |
| 2. Laptop/Komputer PC | 5. Papan tulis/White Board | 8. Infokus/Proyektor/Pointer |
| 3. Akses Internet | 6. Lembar kerja | 9. Referensi lain yang mendukung |

Sumber Belajar

1. Power Point
2. Bahan Ajar
3. Internet

4. LKPD

Asesmen (Penilaian)

Bentuk penilaian : Individu dan Kelompok

Jenis assessment	Deskripsi
Assessment as Learning/Penilaian Proses	<i>Observasi</i>: Guru melakukan pendampingan dan penilaian saat peserta didik melakukan kegiatan membaca - Lembar hasil jawaban <i>reading</i> peserta didik
Assessment for Learning	Tes <i>performa Reading text</i>: Peserta didik diminta mempresentasikan hasil deskripsi karakter secara lisan dari rancangan mandiri yang telah dibuat.

Rencana Kegiatan Pembelajaran

Pertemuan ke-1 Activity 1	
Kegiatan Pendahuluan	Alokasi waktu
- Guru memberi salam (<i>greeting</i>) kepada peserta didik - Guru meminta peserta didik meletakkan handphone mereka kedalam tas masing masing - Guru memeriksa kondisi dan kebersihan di dalam kelas. - Guru menanyakan kabar peserta didik. <i>How are you today?</i> - Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). - I think you need a game to make you fresh and focus today. Okay students, will you play with me? - Guru memeriksa kehadiran peserta didik Apersepsi - Guru menanyakan kembali tentang pelajaran sebelumnya. - Did you still remember what we have learned	15 Menit

in the last meeting?		
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar	- Guru menampilkan gambar Cinderella, pinokio, dan putri tidur - Peserta didik diminta untuk menebak jenis dari cerita tersebut - Seterlah itu guru menginformasikan bab yang akan dipelajari yaitu <i>"fairy tale"</i>	65 Menit
Sintak 2: Mendesain Perencanaan Menyimak <i>Reading</i>	- Guru menginformasikan tujuan pembelajaran hari ini - Guru menjelaskan pengertian dari dongeng - Guru meminta peserta didik untuk memperhatikan gambar yang disajikan dan menanyakan gambar apa yang mereka lihat.	
Sintak 3: Menyusun Jadwal Pembuatan	- Guru membantu peserta didik untuk menebak judul yang cocok untuk gambar tersebut. - Setelah itu peserta didik dihimbau untuk mencari 5 kosa kata baru dalam cerita yang berbeda dengan kosa kata yang telah disediakan di <i>activity 1</i> - Lalu guru menghimbau peserta didik untuk membuka web Cambridge dictionary dan mencari artinya melalui web tersebut dan menuliskan artinya dibuku tulis masing masing. - Guru meminta salah satu siswa membacakan instruksi untuk <i>Activity 1</i>. Secara klasikal, tanyakan apakah mereka memahami instruksi tersebut. - Jelaskan kepada peserta didik bahwa untuk memahami cerita, mereka perlu memahami sebagian besar makna kosakata (terutama	
Sintak 4:		

Menguji Hasil	kata kunci) yang ada dalam cerita. • Guru meminta peserta didik secara individu untuk membaca makna kosakata yang disajikan beserta contoh penggunaannya dalam kalimat. • Guru meminta peserta didik secara individu melengkapi kalimat-kalimat rumpang yang ada dalam practice di Activity 1. • Secara bergantian, guru meminta beberapa peserta didik untuk membacakan kalimat yang telah mereka lengkapi. • Guru memberi koreksi dan berikan umpan balik jika terjadi kesalahan.	
Kegiatan Penutup		
• Guru meminta murid untuk melakukan refleksi pembelajaran hari ini dan menguploadnya dilink yang telah disediakan. • Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar		10 Menit

Jember, 04 November 2023

Disahkan Oleh

Dosen Pembimbing Lapangan

Guru Pamong

Dr. Suwarno, M.Pd.
NIP.196612121992031023

Suharto, S.Pd

EVALUASI

Teknik Evaluasi

Menggunakan Teknik evaluasi subjektif uraian terbatas, artinya peserta didik diberi kebebasan dalam menjawab soal yang ditanyakan, namun arah jawaban dibatasi sedemikian rupa sehingga kebebasan tersebut menjadi terarah.

MATERI PERTANYAAN DAN KUNCI JAWABAN

Question	Answer
1. She was ____ by all of her friends due to her wicked behaviors.	1. Alienated.
2. He could finally ____ them that the story was true.	2. convinced
3. She has kept her ____ hidden for ten years now.	3. Identity
4. She decided to ____ him with direct questioning.	4. Confront
5. Her beauty and stunning voice are all the God-given ____.	5. Gift.

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RUBRIK PENILAIAN INDIVIDU LKPD

Hari/Tanggal :

Kelas :

Materi :

No.	Nama	Aspek yang Dinilai					Jumlah Nilai	Nilai Akhir
		1	2	3	4	5		
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Rencana Kegiatan Pembelajaran

Pertemuan ke-2 Activity 2		
Kegiatan Pendahuluan		Alokasi Waktu
- Guru memberi salam (<i>greeting</i>) kepada peserta didik - Guru meminta peserta didik meletakkan handphone mereka kedalam tas masing masing - Guru memeriksa kondisi dan kebersihan di dalam kelas. - Guru menanyakan kabar peserta didik. <i>How are you today?</i> - Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). - I think you need a game to make you fresh and focus today. Okay students, will you play with me? - Guru memeriksa kehadiran peserta didik Apersepsi - Guru menanyakan kembali tentang pelajaran sebelumnya. - Did you still remember what we have learned in the last meeting?		10Menit
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar	- Guru membagi peserta didik menjadi beberapa kelompok. - Guru meminta peserta didik secara individu membaca cerita "<i>the goose girl</i>" yang telah disajikan. - Saat temannya sedang membaca, guru meminta peserta didik lainnya untuk ikut menyimak dan membaca dalam hati. - Setelah membaca, guru menanyakan tentang <i>genericstructure</i> dan <i>language feature</i> - Guru menjelaskan tentang generic structure	30 Menit
Sintak 2 : Mendesain Peserncanaan Reading	Generic Structure of Narrative Text: <i>Orientation</i>: It is about the opening paragraph where the characters of the story are introduced. (person, time, and place) <i>Complication</i>: where the problems in the story developed. <i>Resolution</i>: where the problems in the	

Sintak 3: Menyusun Jadwal Pembuatan	story is solved. - Guru menjelaskan tentang language feature : Past tense As Ani grew up, she gradually learned of three important gifts: people-speaking, animal speaking, and nature-speaking. Sequence words Once upon a time, years passed by, Long long ago etc. Adverbs lovely, gradually, near Adjective Handsome, brave , smart, beautiful etc. - Guru meminta peserta didik untuk membuka cerita yang telah disediakan di link. https://www.firstcry.com/intelli/articles/the-sleeping-beauty-story-for-kids/ - Guru menghimbau peserta didik untuk mencari generic structure dan language feature yang ada dalam cerita “<i>sleeping beauty</i>” yang telah disediakan secara kelompok.	
Sintak 4: Menguji Hasil	Guru memberi umpan balik, koreksi dan penjelasan terkait ciri-ciri kebahasaan yang disebutkan oleh peserta didik.	
Kegiatan Penutup		
Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar		5 Menit

EVALUASI

1. Teknik Evaluasi

Menggunakan Teknik evaluasi subjektif uraian terbatas, artinya peserta didik diberi kebebasan dalam menjawab soal yang ditanyakan, namun arah jawaban dibatasi sedemikian rupa sehingga kebebasan tersebut menjadi terarah.

LEMBAR KERJA PESERTA DIDIK (LKPD)

Name of Grup :

Participans :

Tujuan Pebelajaran :

1. Siswa dapat mengidentifikasi generic structure dan language feature dalam cerita "*Sleeping Beauty*"

<https://www.firstcry.com/intelli/articles/the-sleeping-beauty-story-for-kids/>

GENERIC STRUCTURE

OF FAIRY TALE



LANGUAGE FEATURE

AND GIVE THE EXAMPLE



Rencana Kegiatan Pembelajaran

Pertemuan ke-3 Activity 3-4		
Kegiatan Pedahuluan		Alokasi Waktu
Orientasi 1. Guru memberi salam (greeting) kepada peserta didik. 2. Guru meminta peserta didik meletakkan <i>HandPhone</i> mereka ke dalam tas masing-masing. 3. Guru memeriksa kondisi dan kebersihan di dalam kelas. 4. Guru menanyakan kabar peserta didik. <i>How are you today? .</i> 5. Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). <i>I think you need a game to make you fresh and focus today. Okay students, will you play with me? but before it, you can take a partner. It can be with your tablemate.</i> 6. Guru memeriksa kehadiran peserta didik Apersepsi 7. Guru menanyakan kembali tentang pelajaran sebelumnya. 8. <i>Did you still remember what we have learned in the last meeting?</i>		15 Menit
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar Sintak 2: Mendesain Perencanaan Reading	Activity 3 1. Guru meminta peserta didik mengingat-ingat tentang <i>generic structure</i> dan <i>language feature</i> dari fairy tale 2. Guru meminta peserta didik menjawab secara individu pertanyaan yang telah disediakan dilink, untuk cerita " <i>sleeping beauty</i> " https://wordwall.net/id/resource/61549257 3. Score dari peserta didik akan langsung diperlihatkan dilayar. 4. Guru memberi koreksi dan umpan balik atas jawaban yang diberikan oleh peserta didik Saat peserta didik memberikan jawaban Activity 4 1. Jelaskan kepada peserta didik bahwasannya untuk mengerjakan tugas selanjutnya peserta didik dihimbau untuk mencocokkan kalimat yang sesuai dengan kalimat sebelumnya	65 Menit

Sintak 3: Menyusun Jadwal Pembuatan Sintak 4: Menguji Hasil	2. Guru meminta peserta didik untuk menjodohkan potongan kalimat yang ada di kolom sebelah kiri dengan kelanjutan dari potongan kalimat yang ada di kolom sebelah kanan. 3. Guru memilih beberapa orang peserta didik secara acak menggunakan web <i>random name picker</i>, untuk menyebutkan pasangan topik dan 134aragraph yang ditemukan. Guru memberi umpan balik dan koreksi jika ada kesalahan ucapan.	
Kegiatan Penutup		
Penutup 1. Guru meminta peserta didik menyimpulkan apa yang telah dipelajari hari ini. 2. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar		10 Menit

MATERI PERTANYAAN DAN KUNCI JAWABAN

Question	Answer
What does the story tell us about ?	C. Sleeping beauty
How many fairies who came to the kingdom and brought special gifts for the princess ?	A. Three fairies
(showing pict) who is she ?	D. The princess
Who is the fairies that saved the princess from the wickedold fairy?	B. Fauna, Flora, Merrywheater
How old the princess cursed by wicked old fairy ?	B Sixteen years old
(showing pict) who is she ?	C. Merrywheater
Which one that showed fauna in these picture ?	A.
How long had the princess been sleeping ?	C. She had been sleeping for many years
How to make the princess woke up from the sleeping ?	D. Kissed by the prince
Choose the correct answer related to the story above !	B. The princess woke up from the long sleeping after kissed by the prince and lived happily ever after

Question	Answer
Kildenree was an old kingdom where we could still find people who were gifted with	B.The ability to talk to animals and nature.
Being gifted with special abilities, abandoned by her aunt and father, and overshadowed by her mother's figure made Ani live in ...	A.Hesitation, restlessness,and burden
Ani was devastated when the position of queen was given to her sister and she had to leave the palace for ...	C.A certain mission that wasn't even for her
Being betrayed by his own lady-inwaiting and best friend, Ani got lost, wandering in ...	E.A lush and dark forest stumbling and struggling for help
Getting a job as a goose keeper at the palace brought Ani closer to ...	D.Her goal of reclaiming her identity from selia.

PENILAIAN HASIL PEMBELAJARAN INDIVIDU

No.	Nama Peserta Didik	Jawaban Benar	Jawaban Salah	Nilai	Keterangan

RUBRIK PENILAIAN MENYAMPAIKAN HASIL DISKUSI

Aspek	Skor	Kriteria
Content	5	Semua jawaban benar dan sesuai dengan perintah
	4	Jawaban benar dan sesuai meskipun ada sedikit kesalahan
	3	Jawaban benar dan salah yang masih bisa dipahami
	2	Banyak jawaban yang tidak sesuai dengan perintah
	1	Tidak ada jawaban yang sesuai dengan perintah
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus

2. Participant 2

MODUL AJAR FASE F

Nama Penyusun :
Nama Sekolah :
Mata Pelajaran : Bahasa Inggris
Fase CP : F
Konten/Materi : Fairy Tale
Kelas/Semester : XI / Semester 1
Tahun Pelajaran : 2023/2024
Alokasi Waktu : 1 JP (1 x 45 Menit)

Capaian Pembelajaran Fase F

Elemen Menyimak (Listening)	Pada akhir Fase F, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris Tingkat Lanjut dan mampu memahami gagasan utama dari teks dengarannya yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.
Elemen Berbicara (Speaking)	Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, dan diskusi.

Tujuan Pembelajaran

1. Menganalisis dan menjelaskan grammar tentang *Reported speech* beserta contohnya pada sebuah *video conversation*.
2. Membuat kalimat simple present dan mengubah kedalam bentuk *Reported speech*.
3. Menganalisis jawaban secara interaktif sebagai bahan diskusi tentang materi yang telah dikerjakan secara individu.

Indikator Keberhasilan Tujuan Pembelajaran

1. Peserta didik mampu menganalisis dan menjelaskan dengan baik dan benar tentang grammar *Reported speech* beserta contohnya pada sebuah *video conversation*.
2. Peserta didik mampu membuat kalimat simple present dan mengubah kedalam bentuk *Reported speech* sesuai dengan tatanan grammatical yang baik dan benar.
3. Peserta didik mampu menganalisis jawaban tentang grammar *Reported speech* secara individu dengan baik dan benar.

Tujuan Akhir Kegiatan Pembelajaran

1. Peserta didik mampu menganalisis dan menjelaskan dengan baik dan benar tentang grammar *Reported speech* beserta contohnya dalam sebuah *video conversation* untuk membentuk peserta didik yang berpikir kritis dan kreatif.
2. Peserta didik mampu membuat kalimat simple present dan mengubah kedalam bentuk *Reported speech* sesuai dengan tatanan grammatical yang baik dan benar untuk membentuk peserta didik yang berpikir kritis dan mandiri.
3. Peserta didik mampu menganalisis jawaban tentang grammar *Reported speech* untuk membentuk peserta didik yang berpikir kritis dan mandiri.

Dimensi Profil Pelajar Pancasila

1. **Berpikir kritis:** peserta didik mampu menganalisis dan menjelaskan dengan baik *video conversation* dan menemukan grammar yang benar pada video tersebut.
2. **Berpikir kreatif:** peserta didik mampu memberikan jawaban yang benar dan tepat sesuai dengan grammar yang peserta didik temukan didalam cerita tersebut.
3. **Mandiri:** peserta didik mampu membuat kalimat simple present secara individu dan mengubah kedalam bentuk *Reported speech*.

Kompetensi Awal (Pengetahuan/Keterampilan Prasyarat)

Peserta didik mampu menganalisis dan menjelaskan dengan baik dan benar tentang grammar yang peserta didik temukan dalam video *conversation* beserta contohnya. Dan juga peserta didik bisa membuat kalimat simple present dan mengubah kedalam bentuk *Reported speech* dengan baik dan benar.

Pemahaman Bermakna

Dalam mempelajari materi ini, peserta didik akan mendapatkan pengalaman dalam mempelajari grammar khususnya tentang *Reported speech*, membuat kalimat tentang simple present dan mengubah kedalam bentuk *Reported speech*.

Pertanyaan Pematik

Sebelum memulai pembelajaran, pada kegiatan inti, peserta didik diberikan kesempatan untuk menjawab pertanyaan berikut:

1. Did you still remember about grammar that we have learned before?
2. Can you give the example of Noun Phrase and adverb of time, place and manner?

Model dan Metode Pembelajaran

Model Pembelajaran : Discovery Learning (student center), TGT (Teams Games Tournament)

Metode Pembelajaran : Menganalisis, menjelaskan, membuat kalimat dan menjawabnya secara individu .

Media : PDF Book Bahasa Inggris Tingkat Lanjut Kelas XI

Media, Sarana & Prasarana

1. LCD/Projector
2. Laptop/Komputer
3. Papan Tulis, Spidol, dan Penghapus
4. Internet
5. Kertas HVS

Sumber Belajar

1. Power Point
2. Bahan Ajar
3. Internet

Asesmen (Penilaian)

Bentuk penilaian : individu

Jenis Asesmen	Deskripsi
Assessment as Learning/Penilaian Proses	1. Observasi: Guru melakukan pendampingan dan penilaian saat peserta didik melakukan kegiatan menganalisis grammar dari video <i>conversation</i> dan membuat kalimat simple present dan menganalisis jawaban pada saat game berlangsung. 2. Hasil jawaban analisis grammar pada video <i>conversation</i> dan juga hasil jawaban dari mengubah kalimat simple present kedalam bentuk <i>Reported speech</i> pada saat game berlangsung.
Assessment for Learning	Tes performa speaking text: Peserta didik diminta membacakan hasil jawaban dalam video <i>conversation</i> dan juga hasil jawaban dari mengubah kalimat simple present kedalam bentuk <i>Reported speech</i> pada saat game berlangsung.

Rencana Kegiatan Pembelajaran

Pertemuan ke- Kegiatan Pendahuluan		Alokasi Waktu
• Guru memberi salam (greeting) kepada peserta didik. • Guru meminta peserta didik meletakkan <i>HandPhone</i> mereka ke dalam tas masing-masing. • Guru memeriksa kondisi dan kebersihan di dalam kelas. • Guru menanyakan kabar peserta didik. <i>How are you today students?</i> • Guru memberikan ice breaking kepada siswa sebelum pelajaran dimulai (kondisional). <i>Oke students, before we start our class today let's we play an exercise.</i> • Guru memeriksa kehadiran peserta didik.		5 Menit
Kegiatan Inti		
Sintak 1: Pertanyaan Mendasar	• Guru memberikan pertanyaan tentang grammar yang telah dipelajari pada pertemuan sebelumnya. • Peserta didik memberikan jawaban yang sesuai dengan apa yang ditanyakan oleh guru.	5 Menit
Sintak 2: Mendesain	• Guru menjelaskan tujuan pembelajaran pada hari ini. <i>Last week we have learned grammar about noun</i>	5 Menit

Perencanaan menganalisis text tentang Grammar dan menjawab pertanyaan yang disajikan dalam bentuk game	<i>phrase, setting of time, place and manner. So today we will have another grammar class again and I will show you a video, watch it carefully and from the video you can analyze what grammar that will be studied by us. And explain it in front of the class briefly. If you have understood with it we will answering question by playing a game.</i> • Guru meminta peserta didik untuk menganalisis video yang ditampilkan didepan layar dan menemukan grammar apa yang ada di dalam video yang peserta didik simak. <i>I will show you the video please watch it and find what grammar is inside the conversation.</i> <i>Link Youtube:</i> https://youtu.be/0VzDQPeHFNM?si=i0P_lwc7fSI8m czR • Guru menanyakan kembali tentang grammar yang telah peserta didik temukan untuk memastikan peserta didik benar-benar memahami grammar tersebut. <i>Did you understand about reported speech? If one of you still confuse you can ask me! but if nobody ask to me so I think you have understood all and now let's we answer some questions about reported speech by playing a game.</i> • Guru meminta setiap peserta didik untuk mebuat contoh satu kalimat simple present di selembar kertas dan setelah selesai maka kertas tersebut dibuat seperti bola. <i>Because all of you have understood about the grammar that we have learned just now, so now everybody please make a simple present sentence and write it in one paper if you have finished it please make it like a ball.</i> • Guru membagi peserta didik kedalam dua kelompok besar yaitu kubu kanan dan kiri. <i>I will devide you into two groups. Two tables in my right side become one group and two tablesin my left side become one group also.</i>	5 Menit 3 Menit 2 Menit
Sintak 3: Menyusun jadwal menganalisis text tentang Grammar dan menjawab pertanyaan yang	• Guru memberikan waktu 5 menit kepada peserta didik untuk menyimak video tersebut dan menemukan grammar apa yang akan mereka pelajari. <i>I will give you time 5 minutes to wachh the video and please analyze what grammar inside the video that you are watching.</i>	5 Menit

disajikan dalam bentuk game	Guru menjelaskan aturan bermain pada game tersebut. <i>Listen me well I will explain the role of the game today. Because you have made a sentence and you have also made it such as a ball. So throw it from left group to right group and from right group to left group. But before it I will take 3 balls from you so three of you will not get the ball but whose ball that taken by me so you don't throw the ball but you can take another ball. Whoever doesn't get the ball you can come forward and take the ball in me and answer the question inside the ball. So the early bird get the worm.</i>	5 Menit
Sintak 4: Menguji Hasil	- Guru meminta peserta didik untuk menjelaskan grammar apa yang ada di dalam video yang telah mereka simak dilayar. <i>You have watch the video and if you looked from the video according to you what grammar that showed in the conversation? That's right the grammar is about reported speech . Anyone of you can explain it?</i> - Guru meminta peserta didik yang tidak mendapatkan bola untuk maju kedepan dan memilih bola yang mana yang akan mereka jawab dan menjawabnya dengan mengubah kalimat simple present yang ada dalam kertas bola tersebut kedalam reported speech. <i>Please come forward whoever doesn't get the ball and answer the question inside the paper by changed it into a reported speech sentence.</i>	5 menit
Kegiatan Penutup		
	- Guru meminta peserta didik menyimpulkan dan melakukan refleksi dari apa yang telah dipelajari hari ini. - Guru menyampaikan agenda pada pertemuan berikutnya. - Guru dan peserta didik mengakhiri pembelajaran dengan salam.	5 Menit

Jember, 08 November 2023

Disahkan Oleh
Dosen Pembimbing Lapangan

Guru Pamong

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Refleksi

Pertanyaan kunci dalam melakukan refleksi pembelajaran:

1. What you have learned from our meeting today?
2. Do you feel any difficulties in changing the sentence into reported speech?
3. Do you enjoy the game that we played just now?

Daftar Pustaka

Afrilyasanti, Rida. *Bahasa Inggris Tingkat Lanjut SMA Kelas XI*. Jakarta Selatan. Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Hal 62-64.

<https://www.english-academy.id/blog/reported-speech-kalimat-langsung-tidak-langsung>

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Lampiran 1: Materi Grammar of Reported Speech

Reported Speech

- **Reported speech** is a description of what someone has said without using the exact words used. (*Reported speech adalah sebuah deskripsi dari apa yang seseorang telah katakan tanpa menggunakan kata-kata yang persis digunakan*).
- **Reported speech** biasa dikenal juga sebagai **Indirect speech**. **Reported speech** artinya “dilaporkan”. Jadi **reported speech** adalah kalimat untuk melaporkan kembali sesuatu yang dikatakan seseorang kepada orang lain *atau bisa disebut juga* kalimat tidak langsung.
- **Reported Speech Rules**

Direct Speech	Reported Speech/Indirect Speech
• Simple Present <i>She always eat friedrice</i> • Present Continous • Simple Past • Present Perfect • Will • Can • May • Must • Have to	• Simple Past <i>He said (that) she always ate friedrice</i> • Past Continous • Past Perfect • Past Perfect • Would • Could • Might • Had to • Had to

- **Perubahan Adverb of Time**

Direct Speech	Reported Speech/Indirect Speech
• Now • Today • Yesterday • Last night • Last week	• Then • That day • The day before/the previous day • The night before

• A week ago • A month ago • Tomorrow • Next week • Next month • Next year	• The week before • A week before • A month before • The following day, the next day • The following week • The following month • The following year
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• **Perubahan Adverb of Place**

Direct Speech	Reported Speech/Indirect Speech
• Here • This • These	• There • That • Those

Lampiran 2: Materi Pertanyaan dan Kunci Jawaban

- **Please make a simple present sentence and change into reported speech!**

(jawaban sesuai dengan kalimat yang di buat oleh peserta didik)

Lampiran 3: Lembar Kerja Peserta Didik

Lembar Kerja Peserta Didik

Mata Pelajaran : Bahasa Inggris

Materi : Fairy Tale

Kelas :

Nama: :

- **Please make a simple present sentence and change into reported speech!**

Lampiran 4: Rubrik Penilaian LKPD

RUBRIK PENILAIAN LKPD

Hari/Tanggal :

Kelas :

Materi :

No.	Nama	Aspek yang Dinilai					Jumlah Nilai	Nilai Akhir
		1	2	3	4	5		
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Lampiran 5: Rubrik Penilaian LKPD

RUBRIK PENILAIAN LKPD

Hari/Tanggal :

Kelas :

Materi :

NUMBER OF GROUP:			
No.	Nama Anggota Kelompok	Keterangan	Nilai
NUMBER OF GROUP:			
No.	Nama Anggota Kelompok	Keterangan	Nilai

Lampiran 6: Rubrik Penilaian Sikap Profil Pelajar Pancasila

PENILAIAN SIKAP PROFIL PELAJAR PANCASILA

No.	Hari / Tanggal	Nama Peserta Didik	Sikap Positif	Sikap Negatif	Keterangan

Lampiran 7: Rubrik Penilaian Performa

RUBRIK PENILAIAN MENYAMPAIKAN HASIL DISKUSI

Aspek	Skor	Kriteria
Content	5	Semua jawaban benar dan sesuai dengan perintah
	4	Jawaban benar dan sesuai meskipun ada sedikit kesalahan
	3	Jawaban benar dan salah yang masih bisa dipahami
	2	Banyak jawaban yang tidak sesuai dengan perintah
	1	Tidak ada jawaban yang sesuai dengan perintah
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus

3. Participant 3

MODUL AJAR

CHAPTER 2: KINDNESS BEGINS WITH ME

UNIT 1: KINDNESS TOWARDS DIFFERENCES

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	:
Satuan Pendidikan	:
Kelas/Fase	: VIII – E
Prediksi Alokasi Waktu	: 2 JP (40 Menit)
Tahun Penyusunan	: 2023/2024

B. KOMPETENSI AWAL

- Connect and sequence events in an imaginative story.
- Explain characters' actions, feelings, and behavior in an imaginative story.
- Retell and rewrite an imaginative story

C. PROFIL PELAJAR PANCASILA

Profil Pelajar Pancasila

- Beriman dan bertakwa kepada Tuhan yang maha Esa
- Bergotong royong
- Berkebinekaan global
- Mandiri
- Bernalar Kritis, dan Kreatif

Pelajar Rahmatan Lil Alamin

Pelajar Rahmatan lil alamin yang terdiri dari, berkeadaban (ta'addub), keteladanan (qudwah), kewarganegaraan dan kebangsaan (nuwatanah), mengambil jalan tengah (tawassut), berimbang (tawazun), lurus dan tegas (I'tidal), kesetaraan (musawah), musyawarah (syura), toleransi (tasamuh), serta dinamis dan inovatif (tatawwur wa ibtikar).

D. SARANA DAN PRASARANA

1. Gawai	5. Papan Tulis
2. Laptop/ Komputer PC	6. Handout materi
3. Internet	7. Proyektor
4. Buku Teks	8. Referensi yang mendukung

5. TARGET PESERTA DIDIK

Peserta didik reguler: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

6. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

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KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

1. TEXT

Reading and listening:

Students are able to connect and sequence events in an imaginative story.

Writing:

Students are able to rewrite an imaginative story

2. SPEAKING AND FUNCTIONS

Students are able to explain characters' action, feelings, and behavior in an imaginative story.

3. LANGUAGE

Narrative text

Past Tense using was and were

B. PEMAHAMAN BERMAKNA

1. Able to connect and sequence events in an imaginative story.
2. Able to explain characters' action, feelings, and behavior in an imaginative story.
3. Able to retell and rewrite an imaginative story

C. PERTANYAAN PEMANTIK

What is your favorite imaginative story?

D. KEGIATAN PEMBELAJARAN (Section 5 – 8)

Kegiatan Pendahuluan (10 Menit)

- Doa; presensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) beranalisis kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan

global, yang merupakan salah satu kriteria standar kelulusan dalam satuan Pendidikan. Serta **Pelajar Rahmatan lil alamin** yang terdiri dari, berkeadaban (ta'addub), keteladanan (qudwah), kewarganegaraan dan kebangsaan (nuwatanah), mengambil jalan tengah (tawassut), berimbang (tawazun), lurus dan tegas (I'tidal), kesetaraan (musawah), musyawarah (syura), toleransi (tasamuh), serta dinamis dan inovatif (tatawwur wa ibtikar).

Kegiatan Inti (60 menit)

1. Section 5 – Fun time: Mime It!

- Guru menjelaskan instruksi permainan yang tertera pada buku siswa.
- Guru meminta peserta didik berkelompok yang terdiri dari 3 orang. Setiap peserta dalam kelompok bergiliran memperagakan *Action Verbs* yang tertera pada kartu yang mereka pilih. Peserta didik yang lain yang diminta untuk menebak kegiatan yang dilakukan oleh kata kerja tersebut dalam bentuk *Simple Past Tense*.
- Guru memperlihatkan kartu yang akan dipakai.

2. Section 6 – Retelling

- Guru menjelaskan kepada peserta didik bahwa mereka akan menceritakan Kembali “The Ugly Duckling part 1”
- Guru meminta 5 orang peserta didik untuk membentuk kelompok *readers' theatre*.
- Guru menjelaskan bahwa setiap peserta didik dalam satu kelompok akan berbagi peran sebagai Narator 1 dan 2, Mother Duck, The Ugly Duckling, dan yellow duckling.
- Guru meminta Peserta didik menyimak audio ‘The Ugly Duckling Part 2’ dan memutuskan karakter mana yang akan mereka pilih pada saat menceritakan kembali. Audio dapat diperdengarkan beberapa kali untuk memberikan kesempatan kepada peserta didik berlatih pengucapan kata.

- Guru meminta peserta didik untuk berlatih dengan grup masing-masing sebelum melakukan latihan pada section berikutnya.

Tapescript The Ugly Duckling Part 2

Narrator 1: The Ugly Duckling followed his brothers and sisters slowly, but they only stared at him.

Narrator 2: Suddenly, one of them yelled.

Duckling 1: You are not like us. You are very ugly and weak!

Ducklings: Go away!

Mother duck: How can you say such a thing? Be nice!

Narrator 1: Mother Duck was angry.

Mother duck: Now line up. We will go to the river and swim

Ducklings: Quack! Quack! We are swimming in the river.

Narrator 2: Each yellow duckling jumped in the river and swam behind Mother Duck.

The ugly ducklings: Quack! Quack! I can swim, too, Mother!

Narrator 1: After swimming, the yellow ducklings started to play.

The Ugly Duckling tried to play with his brothers and sisters, too

The ugly ducklings: Quack! Quack! I can jump and shake my wings!

Narrator 2: But, the yellow ducklings yelled

Ducklings: Go away!

Narrator 1: The Ugly Duckling walked with his head down. He was sad.

Narrator 2: The Ugly Duckling went to his mum and said,

The ugly ducklings: “Mom, they don’t want to play with me. Am I too ugly?”

Mother duck : “You’re different. You are not yellow but gray and brave.”

3. Section 7 - Your Turn: Perform Your Storytelling

- Guru meminta peserta didik untuk menggunakan script dari Section 6.

- Guru meminta peserta didik untuk melakukan persiapan melakukan storytelling dengan menggunakan cek list yang disediakan.
- Guru meminta peserta didik untuk menampilkan cerita di depan kelas.

4. Section 8 - Enrichment

- Guru meminta peserta didik untuk mencoba menceritakan ‘The Ugly Duckling’ part 2 kepada teman kelasnya yang lain atau kepada anggota keluarga. Peserta didik diharapkan untuk menjelaskan bagaimana reaksi yang mereka dapatkan setelah bercerita.

Kegiatan Penutup (10 menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan di lakukan pada pertemuan berikutnya.

E. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk proyek yang dibuat oleh peserta didik yang dipresentasikan.
- Guru menyampaikan bahwa peserta didik bekerja sendiri untuk menyelesaikan proyek itu.
- Guru menyampaikan bahwa peserta didik dapat menyelesaikan proyek ini di luar kelas (atau secara *asynchronous*, apabila kelas dilakukan secara daring).
- Guru menjelaskan langkah-langkah pembuatan proyek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.

- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian proyek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan proyek mereka.
- Ketika proyek sudah selesai dikerjakan peserta didik, guru meminta peserta didik untuk menyajikan proyek mereka pada kelas dan melakukan penilaian berdasarkan rubrik yang ada di Buku Siswa.

Rubrik Penilaian Siswa

FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				
Overall comments				

Nilai akhir: Jumlah skor yang di peroleh x 100

10

Rubrik Penilaian Hasil Kerja Kelompok

No	Nama Kelompok	Aspek Penilaian		Jumlah Nilai
		Ketepatan jawaban	Estetika (nilai seni) paparan	
1				
2				
3				
4				

Pedoman Skor

No	Skor	Predikat	Kriteria
1	8	Sangat baik	Semua jawaban benar dan tepat, menarik
2	6	Baik	Sebagian besar jawaban benar, menarik
3	4	Cukup	Setengah jawaban benar, menarik
4	2	Kurang	Sebagian kecil jawaban benar, menarik

Skor Maksimal 16

Nilai Akhir : Jumlah skor yang diperoleh x100

16

F. PENGAYAAN DAN REMEDIAL

Pengayaan

Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship.

He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it’s already too late

Answer the following questions!

1. Why the farmer almost surprise?
2. Why the farmer lost his patient?
3. What is the main problem in the story?
4. Write down the list of chronological on the story!
5. Explain about the resolution in the end of the story?

Remedial

- Guru menjelaskan bahwa peserta didik perlu melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
- Guru meminta peserta didik untuk menjawab pertanyaan yang disediakan, peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai. Dengan demikian peserta didik dapat meminta bantuan guru untuk menjelaskan kembali bagian tersebut, atau melakukan pembelajaran sendiri dengan mencari dan mempelajari materi dari sumber yang dapat diaksesnya.

G. REFLEKSI

- Guru memberitahu peserta didik bahwa sebelum pelajaran diakhiri, mereka perlu merefleksikan proses dan perkembangan belajar mereka.
- Guru menyampaikan kepada peserta didik pentingnya melakukan refleksi diri sebagai upaya untuk mengetahui perkembangan belajar mereka dan upaya perbaikan proses pembelajaran.
- Guru membimbing peserta didik untuk menjawab pertanyaan-pertanyaan di bagian Reflection dengan jujur.
- Guru memberikan penekanan pada jawaban yang telah diberikan oleh peserta didik dan mengajak peserta didik untuk memformulasikan solusi dari hambatan-hambatan dalam belajar yang mereka hadapi.

LAMPIRAN – LAMPIRAN

Lampiran 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

A. Complete the sentences. Use the simple past tense form of the verbs!

1. Once, a hunter (live) a village.
2. He (use) to boast of his brave hunting trips to the villagers.
3. The villagers (respect) him a lot.
4. He mostly (tell) everyone how he had fought a lion bare – handed.
5. He (say) the tiny animals used to get scared even at the sight of him.

B. Circle the correct verb 2 in the sentence below!

1. One day, the hunter **was/is** passing through a forest.
2. He **meet/met** a woodcutter from the same village.
3. The boastful hunter **approach/approached** him and said, “How are you? it’s a fine day, isn’t it?”
4. “Yes, yes, indeed!” the woodcutter **replied/reply**.
5. “Well, can you tell me if you have seen some footprints of the lion nearby? it’s been months since i **defeat/defeated** any.”

Lampiran 2

BAHAN BACAAN GURU DAN PESERTA DIDIK

- Buku Panduan Guru Bahasa Inggris Kelas VIII
- Buku Panduan Siswa Bahasa Inggris Kelas VIII

Lampiran 3

GLOSARIUM

- Brave: berani
- Farmer: petani
- Ugly: buruk rupa
- Village: desa
- Villagers: penduduk desa

Lampiran 4

DAFTAR PUSTAKA

Damayanti, Ika Lestari, dkk. 2022. English for nusantara untu SMP/MTs Kelas VIII. Jakarta Selatan: Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Buku panduan siswa Bahasa inggris SMP Kelas VIII, Kemdikbudridtek, Jakarta 2021.

Mengetahui,
Guru Pamong

Banyuwangi,
2023
Mahasiswa Praktikan

.....
NIP

.....
NIM

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix 14: Learning Materials

1. Participant 1

SLEEPING BEAUTY

Once upon a time, in a land far away, a beautiful girl was born to the king and queen. Fairies from all over were invited for a grand feast to celebrate the occasion. All the fairies brought special gifts for the baby princess and blessed her to become a clever, beautiful, and kind girl.

Just then, a wicked old fairy arrived at the palace. She was angry at not being invited to the feast. So, she cursed the princess, “On your sixteenth birthday, you will touch a spindle and die,” she screamed in anger and vanished. Everybody was shocked at what they just witnessed and were worried about the little girl.

The king and queen requested fairies Flora, Fauna and Merryweather to save the little child with their blessings. The fairies said, “we can’t take the evil witch’s curse, but we will try to help.” They went closer to the baby’s cradle and blessed her with their magic wand. “When the princess touches the cursed spindle, she’ll not die but will instead fall into a deep sleep and will only be awakened with a kiss of true love” they proclaimed.

The king and the queen were so worried for their dear daughter that they ordered all the spinning wheels of the kingdom to be brought to the castle and destroyed forever. However, unknown to them, one spindle was still left.

As the years went by, the baby grew up to become a lovely, charming young girl. Time flew, and soon it was her sixteenth birthday. She was getting

ready for a small homely celebration, when she came upon a secret room at the very top of the castle towers. There she saw an old lady spinning a wheel.

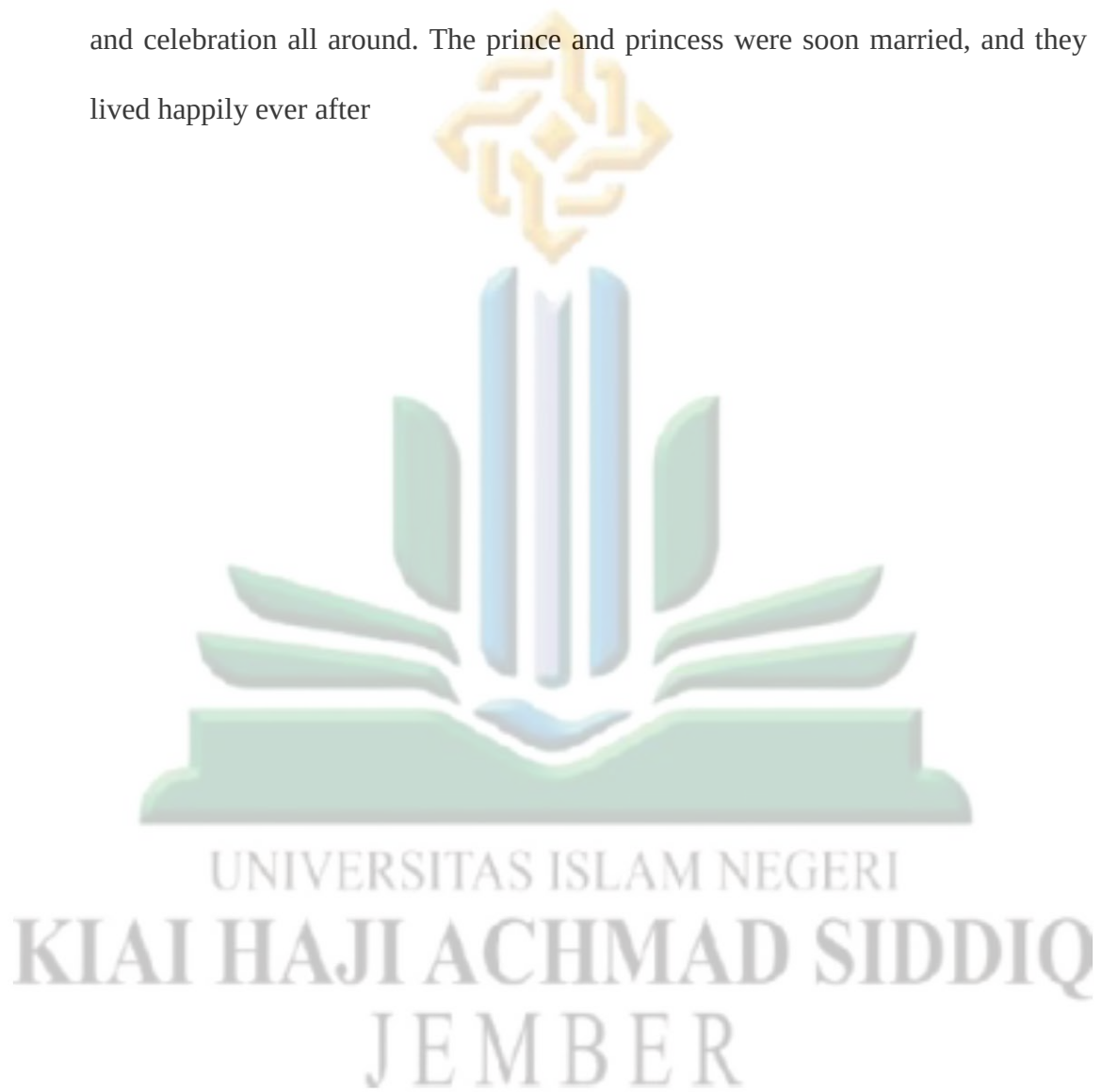
"Oh! What is this?" she asked as she had never seen a spindle before. She was curious, so she asked the woman, "Please let me try this as well." But the minute she touched the needle of the spindle, she fell to the ground. The witch's spell came true. However, the fairy's blessing had saved the princess's life.

The king was heartbroken and ordered her to be taken to the grand room with a heavy heart, where she would lie for many years. The whole kingdom was sad for sleeping beauty. Fairy Merryweather watched all of this, and she said with a wave of her hand, "Let the whole kingdom fall asleep with the princess so when is woken by her prince, she will not be alone." The moment she said all this, all the people and animals in the kingdom fell asleep where they were. Everything stopped.

As the years passed by, a thick forest grew around the palace, and the kingdom was hidden. A hundred years later, a handsome prince passed through the forest, and he discovered the strange kingdom. He came across the castle and was very curious to know what was inside. What he didn't realise was that the evil witch was keeping a close eye on the castle. She took the shape of a giant dragon and tried to stop the prince from entering. But the prince was not cowardly. He bravely took out his sword and defeated the dragon with one stab.

When he entered the castle, he was surprised to find the sleeping beauty lying fast asleep and immediately fell in love with her. "I want to know who she is? How gentle and peaceful she looks!" he said. He leaned down and kissed her.

Instantly, the spell was lifted, the princess and all the people awoke. It was joy and celebration all around. The prince and princess were soon married, and they lived happily ever after



2. Participant 2

THE LITTLE RED RIDING HOOD

I Gede Sadhu Anant Suarda

XI KESEHATAN 3

Once upon a time, there was a little girl named Red Riding Hood. She lived in a cozy cottage deep in the woods. Red Riding Hood was known for her favorite red hood that her grandmother had made for her. One day, her mother asked her to take some goodies to her sick grandmother, who lived on the other side of the forest.

Red Riding Hood happily put on her red hood and set off with a basket full of treats. As she was walking through the woods, a sly wolf saw her. The wolf wanted to trick her, so he asked where she was going and where her grandmother lived. Red Riding Hood, not knowing about the wolf's intentions, told him everything. The cunning wolf quickly ran to the grandmother's house, while Red Riding Hood continued her journey.

When Red Riding Hood reached her grandmother's house, she noticed something strange about her grandmother. The wolf, disguised as the grandmother, tried to fool her. But Red Riding Hood was clever and realized that it wasn't really her grandmother. She asked the "grandmother" why her eyes, ears, and teeth looked so different. The wolf couldn't hide the truth anymore and sprang out of bed, trying to catch Red Riding Hood.

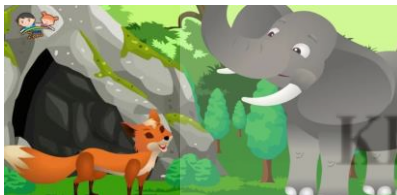
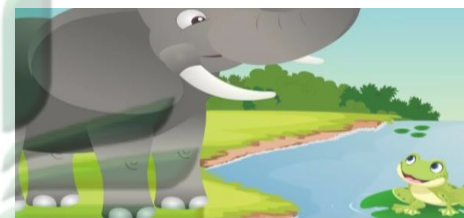
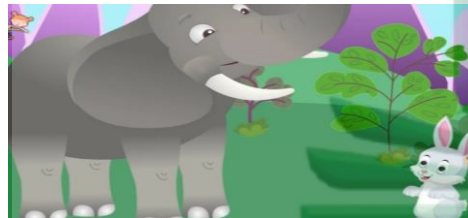
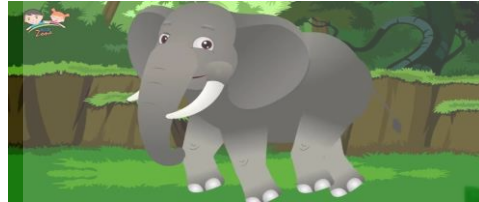
Red Riding Hood screamed for help, and a passing woodsman heard her cries. He rushed in and rescued her just in time, scaring the wolf away. From that

day on, Red Riding Hood learned to be cautious and never talk to strangers in the woods. She also made sure to double-check who she was talking to, ensuring that her loved ones remained safe.



3. Participant 3

NARRATIVE TEXT



One day an elephant wandered into a forest in search of friends.

He saw a monkey on a tree. "Will you be my friend?" asked the elephant. "You are too big. You cannot swing from trees like me," replied the arrogant monkey.

Next, the elephant met a rabbit. He asked him to be his friend. But the shy rabbit said, "You are too big to play in my burrow!"

Then the elephant met a frog. "Will you be my friend? He asked. "How can I?" asked the disgruntled frog. "You are too big to leap about like me."

He met a fox next. "Will you be my friend?" he asked the fox. The sly fox said, "Sorry, sir, you are too big. You can't run as fast as I can." The elephant was upset and felt

The next day, the elephant saw all the animals in the forest running for their lives.

The elephant asked them what the matter was. The great bear replied, "There is a tiger in the forest. He's trying to gobble us all up!" The animals all ran away to hide. The elephant wondered what he could do to save everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could ind. The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals." "Mind your own business!" growled the ferocious tiger. The elephant had no choice but to give the tiger a hefty kick.

The frightened tiger ran for his life.

The elephant went back into the forest to announce the good news to everyone. All the animals thanked the elephant. They said, "You are very brave and just the right size to be our friend."

Appendix 15: Assessment

1. Participant 1

Question for sleeping beauty story

<https://wordwall.net/id/resource/61549257/bahasa-inggris/question-for-sleeping-beauty-story>

2. Participant 2

KARTU SOAL

Tahun Pelajaran 2023/2024

Nama Sekolah	:	Penyusun	:
Mata Pelajaran	: Bahasa Inggris	Bentuk Tagihan	: Pilihan Ganda
Kelas/Semester	: XI Kesehatan	Jumlah Soal	: 35 Butir
Kurikulum Acuan	: Kurikulum Merdeka	Waktu	: 90 Menit

Kompetensi Dasar	No Soal	Kunci Jawaban	TB
Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	1	B	C4
Materi Fairy Tale	Soal: The main idea of the first paragraph is..... a. Ani was a little princess from Kingdom of Kildenree b. Ani had three special gifts such people-speaking, animalspeaking, and nature-speaking		
Indikator Soal Peserta didik mampu			

menganalisis main idea dari The Goose Girl story.	c. Ani was the next queen of Kildenree Kingdom d. Her aunt take care of Ani very well
---	--

Kompetensi Dasar	No Soal	Kunci Jawaban	TB
Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	2	A	C1
Materi Fairy Tale	Soal: The word “struggling” in paragraph 2 can easily be replaced by..... a. Fighting b. Working c. Dipending d. Trusting		
Indikator Soal Peserta didik mampu memilih kosakata yang sama artinya atau sinonim dari kosakata tersebut.			

Kompetensi Dasar	No Soal	Kunci Jawaban	TB
Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	3	C	C1
Materi Fairy Tale	Soal: The pronoun “she” paragraph 3 in the second line refers to..... a. Enna b. Calib c. Ani d. Selia		
Indikator Soal Peserta didik mampu memilih pronoun yang benar sesuai dengan subject yang tertera			

dalam soal tersebut.	
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Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 4	Kunci Jawaban D	TB C3
Materi Fairy Tale	Soal: Who is the main antagonist in the story above..... a. Ani's mother (the queen) b. Enna c. Talone d. Selia		
Indikator Soal Peserta didik mampu menentukan karakter antagonis dalam cerita The Goose Girl.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 5	Kunci Jawaban C	TB C3
Materi Fairy Tale	Soal: What special abilities that main character have in the story above..... a. Talking to animals b. Talking to nature c. All the answers are correct d. Talking to people		
Indikator Soal Peserta didik mampu menemukan kemampuan spesial yang dimiliki oleh main karakter dalam cerita The Goose Girl			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 6	Kunci Jawaban D	TB C2
Materi Fairy Tale	Soal: How is ani's feeling when she lived under her mother shadow..... a. She wa happy b. She was sad c. She anxious d. She was depressed		
Indikator Soal Peserta didik mampu menyimpulkan perasaan dari main karakter pada keadaan tertentu.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 7	Kunci Jawaban A	TB C3
Materi Fairy Tale	Soal: Who will be the next future queen in the Kildenree Kingdom..... a. Calib b. Ani c. Enna d. Selia		
Indikator Soal Peserta didik mampu menemukan karakter yang akan menjadi ratu di masa yang akan datang.			

Kompetensi Dasar	No Soal	Kunci Jawaban	TB
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Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	8	C	C1
Materi Fairy Tale	Soal: What does Ani used to attack the thieves... a. Magic mirror b. Message in a bottle c. Wind whispering d. Carrier pigeons		
Indikator Soal Peserta didik mampu mengidentifikasi konflik yang terjadi dalam cerita The Goose Girl			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	9	B	C4
Materi Fairy Tale	Soal: In the tale, what does Ani turned after she lost her identity.... a. a chicken girl b. a goose girl c. a servant d. a swan girl		
Indikator Soal Peserta didik mampu menelaah identitas main karakter.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	10	A	C4
Materi Fairy Tale	Soal: How does the story of “The Goose Girl” ending? a. The prince married with the princess and lived happy b. The princess back to the Kildenree Kingdom and met the queen c. The princess killed Selia who had taked her identity d. The prince passed away because helped the princess		
Indikator Soal Peserta didik mampu menganalisis ending dari cerita The Goose Girl.			
Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	11	B	C3
Materi Fairy Tale	Soal: Who is the name of Cinderella’s step mother..... a. Queen Leah b. Lady Tremaine c. Lady Trinimee d. Queen Athena		
Indikator Soal Peserta didik mampu menemukan nama salah satu karakter dalam cerita Cinderella.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 12	Kunci Jawaban C	TB C2
Materi Fairy Tale	Soal: Who helped Cinderella transform for the royal ball to go to the party..... a. Maleficent b. Three Fairies c. Fairy Godmother d. Marryweather		
Indikator Soal Peserta didik mampu menunjukkan salah satu karakter yang termasuk dalam konflik cerita tersebut.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 13	Kunci Jawaban D	TB C3
Materi Fairy Tale	Soal: How many step sistes that Cinderella has.... a. Three b. One c. Four d. Two		
Indikator Soal Peserta didik mampu menghitung karakter yang ada dalam cerita Cinderella.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	14	D	C4
Materi Fairy Tale	Soal: What does Cinderella leave behind at the party when the time have arrived at 12 o'clock in the middle of night..... a. Silk glove b. Golden ring c. Diamond necklace d. Glass slipper		
Indikator Soal Peserta didik mampu menganalisis konflik yang ada pada cerita Cinderella.			
Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	15	D	C4
Materi Fairy Tale	Soal: How does Cinderella's story typically end? a. She become a queen b. She live happily with the step mother and sister c. She remains a servant d. She married with the prince		
Indikator Soal Peserta didik mampu menganalisis ending dari cerita Cinderella.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 16	Kunci Jawaban A	TB C1
Materi Fairy Tale	Soal: What is the generic structure in the fairy tale story.... a. Orientation, complication, resolution b. Orientation, compilation, resolution c. Orientation, resolution, complication d. Orientation, complication, moral value		
Indikator Soal Peserta didik mampu menyebutkan generic structure in the fairy tale story.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 17	Kunci Jawaban C	TB C1
Materi Fairy Tale	Soal: What is means of orientation in fairy tale story..... a. It tells the conflict of the story b. It tells the ending of the story both of happy or sad ending c. It tells the characters, the time, the place and the direction of the story d. It tells or introduce about the best character in the story		
Indikator Soal Peserta didik mampu memberi definisi tentang orientation pada salah satu generic structure in the fairy tale story.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	18	B	C2
Materi Fairy Tale	Soal: “Cinderella leaves her shoes in the party”. Please choose the correct answer in the Simple Past sentence! a. Cinderella leaved her shoes in the party last night b. Cinderella left her shoes in the party last night c. Cinderella lefted her shoes in the party last night d. Cinderella was left her shoes in the party last night		
Indikator Soal Peserta didik mampu menggantikan kalimat simple present ke dalam kalimat simple past.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	19	B	C2
Materi Fairy Tale	Soal: “The prince saw Cinderella in the house”. Please choose the correct answer in the Simple Present sentence! a. The prince seen Cinderella in the house b. The prince sees Cinderella in the house c. The prince saws Cinderella in the house d. The prince is saw Cinderella in the house		
Indikator Soal Peserta didik mampu menggantikan kalimat simple past ke dalam kalimat simple present.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 20	Kunci Jawaban C	TB C3
Materi Fairy Tale	Soal: What clever trick does Puss in Boots use to help his master gain welth.... a. Magic spells b. A talking mirror c. Deception and cunning d. Super strenght		
Indikator Soal Peserta didik mampu menganalisis salah satu karakter dalam cerita Puss in Boots			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 21	Kunci Jawaban A	TB C2
Materi Fairy Tale	Soal: Which one the following sentence that shows a correct story of Puss in Boots.... a. A poor old miller has two sons b. The cat asked to the master a bag and a pair of boots c. Lord Marquis of Carabas is the oldest son of a poor old miller d. The cat looked very ugly in his boots		
Indikator Soal Peserta didik mampu menyimpulkan kalimat yang benar sesuai dengan cerita Puss in Boots.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	22	A	C1
Materi Fairy Tale	Soal: The word “inheritance” in paragraph 1 can easily be replaced by..... a. Herriage b. Stage c. Welth d. Poor		
Indikator Soal Peserta didik mampu memilih kosakata yang sama artinya atau sinonim dari kosakata tersebut.			
Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	23	B	C3
Materi Fairy Tale	Soal: How many child that a poor old miller has..... a. Three sons b. Three daughters c. Two sons d. Two daughters		
Indikator Soal Peserta didik mampu menghitung karakter yang ada dalam cerita Puss in Boots.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 24	Kunci Jawaban C	TB C4
Materi Fairy Tale	Soal: Which son that just got a cat..... a. The eldest son b. The youngest son c. The second daughter d. The middle son		
Indikator Soal Peserta didik mampu menganalisis salah satu karakter dalam cerita Puss in Boots			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 25	Kunci Jawaban B	TB C4
Materi Fairy Tale	Soal: The cat hid among while his bag open. a. A garden b. A forest c. A cornfield d. A ricefield		
Indikator Soal Peserta didik mampu menganalisis setting of place dalam cerita Puss in Boots			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 26	Kunci Jawaban B	TB C4
Materi Fairy Tale	Soal: Who does Puss in Boots outsmart and defeat..... a. The King b. The Ogre c. The Wizard d. The Princess		
Indikator Soal Peserta didik mampu menganalisis setting of place dalam cerita Puss in Boots			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal 27	Kunci Jawaban B	TB C4
Materi Fairy Tale	Soal: The cat hid among while his bag open. e. A garden f. A forest g. A cornfield h. A ricefield		
Indikator Soal Peserta didik mampu menganalisis setting of place dalam cerita Puss in Boots			

Kompetensi Dasar Menganalisis fairy tale story,	No Soal	Kunci Jawaban	TB

generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	28	D	C4
Materi Fairy Tale	Soal: “Thinking how cunning the cat was, he thought to give the cat a chance to help him”. What is the meaning of cunning ... a. Cerdik b. Pintar c. Penipu d. Licik		
Indikator Soal Peserta didik mampu menemukan arti vocabulay tersebut dalam bahasa Indonesia.			
Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	29	A	C4
Materi Fairy Tale	Soal: “The king asked to the Miller’s son to go to his” a. Castle b. Kingdom c. Forest d. Cornfield		
Indikator Soal Peserta didik mampu menganalisis setting of place dalam cerita Puss in Boots			
Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in	No Soal	Kunci Jawaban	TB
	30	C	C1

Boots.			
Materi Fairy Tale	Soal: What is the moral value of Puss in Boots story.... a. Honesty is the best policy b. Kindness prevails over cruelty c. Cleverness and resourcefulness lead to success d. Love conquers all		
Indikator Soal Peserta didik mampu mengidentifikasi moral value dalam cerita Puss in Boots			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	31	A	C3
Materi Fairy Tale	Soal: There are how many modifiers in noun phrase.... a. Two modifiers b. One modifier c. Three modifiers d. Four modifiers		
Indikator Soal Peserta didik mampu menghitung macam-macam modifier in Noun Phrase.			

Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	32	B	C1
Materi Fairy Tale	Soal: What is post modifier..... a. An affix word added in front of the noun		
Indikator Soal			

Peserta didik mampu memberi definisi tentang post modifier pada Noun Phrase.	b. An affix word added after the noun c. A suffix word added in front of the noun d. A suffix word added after the noun
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Kompetensi Dasar	No Soal	Kunci Jawaban	TB
Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	33	A	C3
Materi Fairy Tale Indikator Soal Peserta didik mampu menentukan adverb of manner yang benar dalam pertanyaan tersebut.	Soal: He went with a rabbit inside his bag. a. Happily b. Perfectly c. Bravely d. Immediately		

Kompetensi Dasar	No Soal	Kunci Jawaban	TB
Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	34	C	C3
Materi Fairy Tale Indikator Soal Peserta didik mampu menentukan adverb of manner yang benar dalam pertanyaan	Soal: The cat kept sending the presents for many months and said that it was from Marquis of Carabas. a. Suddenly b. Obviously c. Constantly		

tersebut.	d. Immediately
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Kompetensi Dasar Menganalisis fairy tale story, generic structure, grammar and vocabulary about The Goose Girl, Cinderella and Puss in Boots.	No Soal	Kunci Jawaban	TB
	35	A	C3
Materi Fairy Tale	Soal: The king was charmed with the good qualities of Lord Marquis of Carabas and asked him to be his son in law. a. Perfectly b. Badly c. Cowardly d. Finally		
Indikator Soal Peserta didik mampu menentukan adverb of manner yang benar dalam pertanyaan tersebut.			

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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Appendix 16: Curriculum Vitae

CURRICULUM VITAE



A. Author Identity

Name : Siti Haryuni
 NIM : 201101060013
 Place, date of birth : Pasuruan, 04th of July 2002
 Gender : Female
 Address : Dusun Palo RT/RW: 001/004, Desa Curahdukuh,
 Kecamatan Kraton, Kabupaten Pasuruan.
 Faculty : Education and Teacher Training
 Major : English Education Program
 Email : Haryuni472@gmail.com

B. Educational Background

Elementary School : SD Negeri Pejangkungan II (2008-2014)
 Junior High School : MTS Al-Yasini Pasuruan (2014-2017)
 Senior High School : MA Negeri 2 Pasuruan (2017-2020)

C. Organization Experience

1. Pengurus Bidang KOMINFO HMPS TBI (2022-2023)
2. Ketua Bidang Jaringan dan Komunikasi IKMAMEBA (2022-2023)
3. Sekretaris Umum INSANI Komisariat Jember (2023-2024)