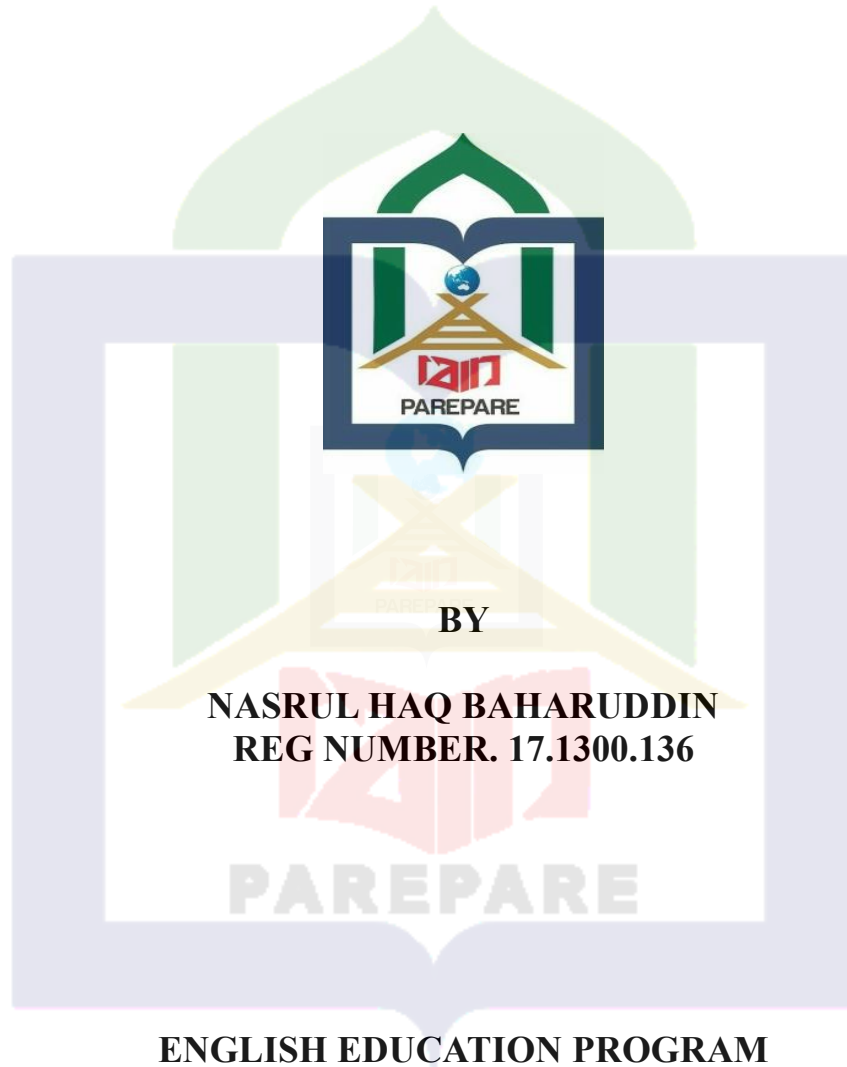# A THESIS

THE RELEVANCE OF TEACHER LESSON PLAN AND ENGLISH LEARNING MATERIALS AT MTs NEGERI PAREPARE

BY

NASRUL HAQ BAHARUDDIN
REG NUMBER. 17.1300.136

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE
2024

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of

Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana

Pendidikan (S. Pd.)

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to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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ABSTRACT

NASRUL HAQ BAHARUDDIN. *Relevance of Lesson Planning with the Implementation of English Education Learning at MTs Negeri Parepare* (Supervised by Zulfah and Mujahidah)

This study examines the relevance of lesson planning with the implementation of English education learning at MTs Negeri Parepare. The main issue discussed is the extent to which the lesson plans created by English teachers are relevant and applied in daily teaching processes. The purpose of this research is to understand the lesson planning and English learning materials used, as well as their relevance to the implementation of the teaching process.

This research uses a qualitative descriptive method with a case study approach. The research procedures include observation, interviews, and document analysis. Data were collected through in-depth interviews with English teachers, observation of the teaching process, and analysis of lesson planning documents such as RPP (Lesson Plan) and syllabi. Data analysis was conducted using content analysis techniques to identify the alignment between planning and implementation.

The results of the study show significant differences between the lesson planning and its implementation in the field. Factors such as limited time, the number of classes taught, and school policies affect teachers' ability to effectively implement lesson plans. The conclusion of this research emphasizes the importance of enhancing teachers' capacity in planning and implementing relevant and effective teaching.

Keywords: *English education, lesson planning, relevance, teaching implementation.*

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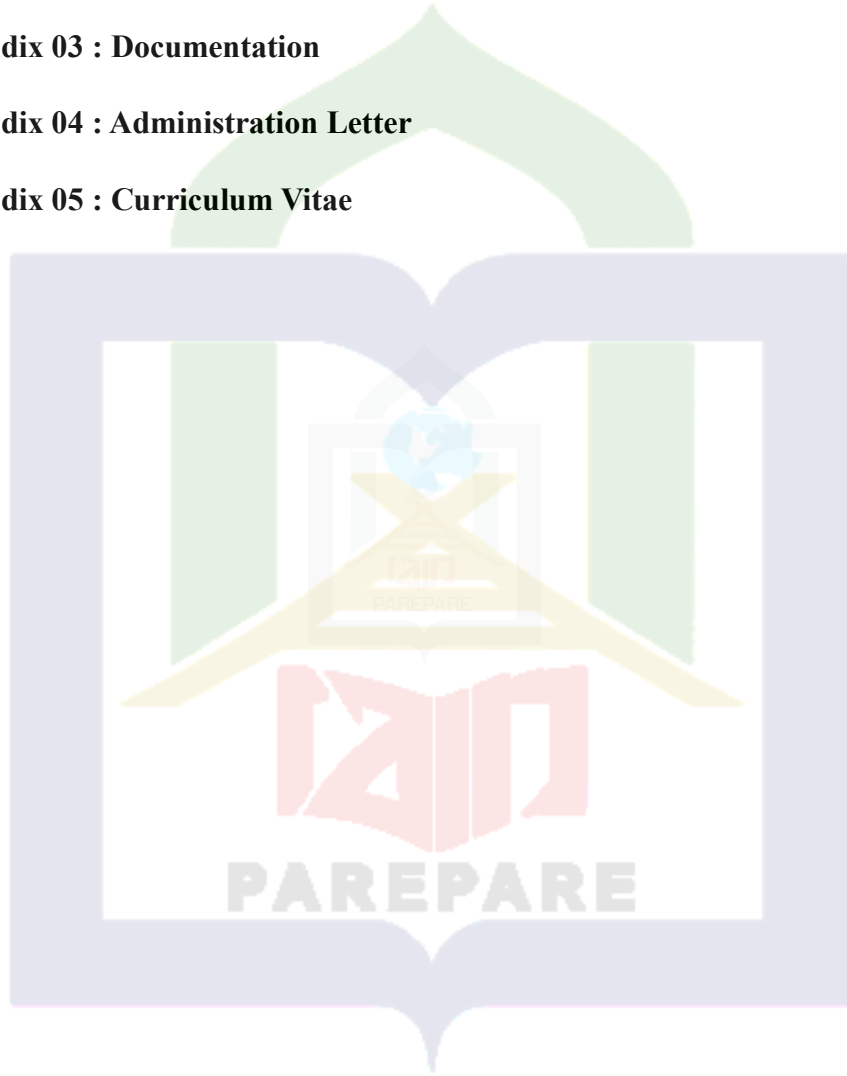
CHAPTER I

INTRODUCTION

A.   Background

The phenomenon of improving the quality of education is a global phenomenon so that today's education requires a clear foundation and orientation and is directed at achieving the goals set. Education must be clear on the mechanism of input, process and output so that every implementation of teaching activities can be measured. Structured activities in teaching can easily be known for their quality and it is easier to make improvements for the progress of educators as a goal of carrying out their duties professionally. In the National Education System Law No. 20 of 2003, it is said that:

> Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service.[1]

The implementation of education is a complicated and complex matter, one of the most important dimensions included in it is learning. Therefore, learning is often identified with education even though learning is only one of the forms of educational activities. Successful learning requires careful planning, therefore learning planning is a very important factor in the implementation.

Management or implementation of pre-planned learning is a skill that educators have to create and maintain optimal learning conditions. In other words, it is activities to create and maintain optimal conditions in the teaching and learning process.

> The definition of teaching management refers to an effort to organize (control) teaching activities based on teaching concepts and principles to

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[1]Ministry of Religious Affairs RI *Laws and Government Regulations* on National Education, (Jakarta: Directorate General of Islamic Education, 2006)

succeed in teaching objectives to be achieved more effectively, efficiently and productively, which begins with determining strategies and planning, ends with assessment, and from the assessment will be used as *feedback for* further teaching improvement.[2]

Based on the above understanding, a teacher in carrying out learning is expected to have the activity of managing learning as well as possible and creating conducive conditions so that students can learn well and there is a learning process that involves educators and students.

When it is able to be applied in the process of implementing learning, the goals of education will be easier to achieve, because it is on his shoulders that there are duties and responsibilities for the future sustainability of a smarter and more civilized generation.[3]

Lesson planning is an important thing that must be done before learning takes place. Lesson planning is very important because it can help achieve goals in a more timely manner and provide opportunities to be more easily controlled and monitored in its implementation.[4] Thus, the planning process must start from determining the goals to be achieved through needs analysis and complete documents, then determine the steps that must be taken to achieve these goals.

Learning objectives can be achieved well and in accordance with what has been planned if the learning process is carried out also in accordance with what has been planned in lesson planning. The relevance between what has been planned and the learning process that is carried out will make students able to achieve the expected competencies.

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[2]Ahmad Rohani and Abu Ahmadi, *Teaching Management* (Jakarta: PT Rineka Cipta, 2004)

[3]Akhmad Muhaimin Azzet, *Becoming a Favorite Teacher*, (Jogjaarta: Ar-ruzz media, 2003)

[4]Harjanto, *Teaching Planning*, (Jakarta: Rineka Cipta, 2003)

Teachers have arranged learning activities in lesson plans according to the characteristics of the material to be taught. If the implementation of learning is not in accordance with lesson planning, then students will have difficulty in receiving material taught by educators. This makes students not get the competencies they should get. Therefore, in order for students to master all competencies to be achieved, educators are expected to carry out the learning process in accordance with lesson planning.

Based on the results of interviews with one of the English language education teachers that have been conducted related to the learning process at MTs Negeri Parepare in English language education subjects, there are 18 classes consisting of class VII 6 classes, class VIII 6 classes and class IX 6 classes. Of these 18 classes there are only 3 English education teachers who teach, so that each teacher has a very busy teaching time and each teacher does not only teach at one grade level, but teaches at several levels such as taking classes in class VII and also taking classes in class VIII. This requires teachers to be more active in terms of preparing lesson plans because they have to make and implement lesson plans at several grade levels.

Learning as a system that must be planned by the teacher based on the applicable curriculum. At MTs Negeri Parepare it self at this time implements an independent curriculum in the learning process. The independent curriculum in the preparation of the lesson plan, which is made must appear 3 kinds of things, namely: soft skills and character development, focus on essential material, and flexible learning.

Teachers in carrying out the learning process in this case English education teachers at MTs Negeri Parepare are based on the syllabus and lesson plans that have been compiled by the teacher. In each lesson plan made, for one subject matter, 1 to 2

basic competencies are applied to adjust the time allocation that has been determined in one meeting so that for one subject matter that requires 3 to 4 meetings, 1 to 2 basic competencies are used for the subject matter and to see the ability of students it is seen in the learning process. School policy is also something that is considered supportive in terms of implementing the learning process in schools that give full space to teachers in carrying out the learning process, the duration of 3 hours in 1 meeting is considered inadequate by teachers so that teacher creativity is needed in concocting the implementation of learning that has been prepared to achieve the effectiveness of the implementation of learning English language education subjects at MTs Negeri Parepare.

Based on the above, teachers have great duties and responsibilities in terms of lesson planning and implementation. To see how far teachers carry out learning planning activities and their implementation, especially at MTs Negeri Parepare. The author considers it important to conduct research with the title "Relevance of Learning Planning with Implementation of English Education Learning at MTs Negeri Parepare".

B.   Research Question

1.   What is the lesson plan and English learning materials at MTs Negeri Parepare?
2.   How is the relevance of lesson plan and English learning materials at MTs Negeri Parepare?

C.   The Objectives of the Research

Everything that is done always has a purpose to be achieved. A goal is everything that is expected to be achieved after an effort or activity is completed. Therefore, the purpose of research is an effort and activity that has a goal to be achieved, as for the intended purpose is to:

1.   To know the lesson plan and English learning materials at MTs Negeri Parepare.
2.   To know the relevance lesson plan and English learning materials at MTs Negeri Parepare.

D.   Significance of Research

1.   Theoretical utility

  a.   For researchers

      Researchers can add insight into the field of learning. Especially about lesson plans for English language education subjects and their implementation in the learning process, so that they can be used as reference materials for future studies.

  b.   For readers

      The results of this study are expected to be used by readers as a source of information, reading material, reference, and can be utilized as a joint study for parties who will conduct similar research.

2.   Practical uses

  a.   For teachers

      Can be used as input to improve maximum learning objectives by referring to the lesson plan that has been determined.

  b.   For related institutions

      As an effort to implement supervisory monitoring and as a consideration for making new educational policies.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Research Findings

The review of previous research is used as a comparison material for existing research, extracted from materials written by experts in their fields related to research. Some studies that have been conducted and are relevant include:

Thesis written by Alif Mahsun with the title *"The Role of Learning Planning in Improving the Professionalism of PAI Teachers at SMA Negeri 7 Malang"*[5] , from the above research and research to be conducted by researchers there are similarities between the two, namely this research both discusses learning planning. But what distinguishes these two studies is the focus of the research, in the previous study the focus of the research was the professionalism of PAI teachers, the research focused on the role of lesson planning in improving the professionalism of PAI teachers. While the research to be conducted by prospective researchers, the focus of the research is the relevance of lesson planning to the implementation of learning English Language Education subjects.

Thesis written by Yustina Martini with the title *"Teacher Competence in Learning Planning at SD Negeri Kaweden Mlati"*[6] *The* results showed that in accordance with their competence, teachers have compiled a learning planning program, this can be seen from the planning program that has been made by teachers,

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[5]Alif Mahsun, The *Role of Learning Planning in Improving the Professionalism of PAI Teachers at State Senior High School 7 Malang,* (Malang: State Islamic University of Malang)

[6] Yustina Martini, *Teacher Competence in Learning Planning at SD Negeri Kaweden Mlati,* (Yogyakarta: State University of Yogyakarta)

namely: educational calendar, effective week plan, annual program, semester program, syllabus, and Learning Implementation Plan (RPP). The similarity of this research is that both examine learning planning, and the difference is that this research focuses more on teacher competence in lesson planning while the research to be conducted by prospective researchers focuses on the relevance of lesson planning to its implementation.

Research written by Hijriyani with the title of the thesis *"Learning Planning and Its Effect on Improving the Learning Achievement of Fiqh Subjects of Class VIII Students* at *Mts DDI Kanang, Polewali Mandar Regency*"[7] The results showed that there was an effect of learning planning and learning achievement of class VIII fiqh subjects at Mts DDI Kanang, this is based on hypothesis testing that has been carried out that learning planning and its effect on improving learning achievement in fiqh subjects is 98%. The similarity of this research is that both examine learning planning, and the difference is that this research focuses on learning planning and its influence on improving learning achievement while the research to be conducted by prospective researchers focuses on the relevance of learning planning to its implementation.

Journal written by Raden Fadli Dauly and Siti Halimah with the title *"Analysis of PAI Teachers' Capabilities in Preparing the 2013 Curriculum Learning Implementation Plan at SMP Negeri 3 Stabat Langkat"*.[8] from the research above and the research to be carried out by the researcher there are similarities between the two,

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[7]Hijriyani, *Learning Planning and its Effect on Improving Learning Achievement of Fiqh Subjects of Class VIII Mts DDI Kanang Polewali Mandar Regency,* (Parepare: Institut Agama Islam Negeri Parepare)

[8]Raden Fadli Dauly & Siti Halimah, *Analysis of PAI Teachers' Capabilities in Preparing the 2013 Curriculum Learning Implmentation Plan at SMP Negeri 3 Stabat Langkat,* (Sumatera Utara: Universitas Islam Negeri Sumatera Utara)

namely this research both discussed learning planning. However, what differentiates these two studies is the focus of the research, in the previous study the focus of the research was the preparation of PAI teacher learning implementation plans. Meanwhile, the research that will be carried out by researchers will focus on the relevance of learning planning to the implementation of learning in English Education subjects.

Journal written by Ali Mursyid, Chyril Futuhana Ahmad, Anggun Kurnia Dewi, and Agnes Yusra Tianti with the thesis title "*Application of the Independent Curriculum in Learning Implementation Plans in Purwakarta*".[9] From the research above and the research to be carried out by the researcher there are similarities between the two, namely This research both discusses learning planning. However, what differentiates these two studies is the research focus, in the previous study the research focus was the application of the independent curriculum in learning planning. Meanwhile, the research that will be carried out by prospective researchers will focus on the relevance of learning planning to the implementation of learning in English Education subjects.

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[9]Alif Mursyid at.all, *Application of the Independent Curriculum in Learning Implementation Plans in Purwakarta,* (Al-Fahim: UIN Sunan Gunung Djati Bandung)

B. Some Pertinent Ideas

1. Principle of Relevance

There are several definitions of the principle of relevance that vary from one to another. According to Oemar Hamalik, the principle of relevance in curriculum development includes objectives, content and delivery systems that must be relevant (appropriate) to the needs and circumstances of society, the level of development of science and technology.[10]

Wina Sanjaya suggests that,

Relevance means appropriate. The value of relevance in planning is that the planning we compile has both internal and external suitability. Internal suitability is that the learning plan must be in accordance with the applicable curriculum. While external suitability is the learning plan that is prepared must be in accordance with the needs of students.[11]

Meanwhile, according to Nana Syaodih, there are two kinds of relevance that the curriculum must have, namely:

Relevance to the outside (external) and relevance within (internal) the curriculum itself. External relevance means that the objectives, content and learning processes included in the curriculum should be relevant to the demands, needs and developments of society. The curriculum prepares students to live and work in society. What is contained in the curriculum should prepare

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[10]Oemar Hamalik, *Curriculum and Learning,* (Bandung: PT. Bumi Aksara, 1994), p. 30

[11]Wina Sanjaya, *Learning System Planning and Design*, (Jakarta: KENCANA PRENADA MEDIA GROUP, 2013).

students for this task. The curriculum not only prepares children for their present life but also for the future. The curriculum must also have internal relevance, that is, there is congruence or consistency between the components of the curriculum, namely between objectives, content, delivery processes, and assessment. This internal relevance shows the cohesiveness of the curriculum.[12]

Based on these three definitions, the principle of relevance that the author will use in this study is the principle of relevance according to Nana Syaodih who states that there are two relevances, namely internal relevance and external relevance.

Relevance theory is a theory that discusses the extent to which something is related or useful to what is happening or being discussed. This theory can be applied in various fields, including education and science.

In the field of education, relevance theory is used to assess the extent to which the educational curriculum is in accordance with the needs and development of society. A relevant curriculum will help students to develop the competencies needed to face life's challenges in the future.

In the field of science, relevance theory is used to assess the extent to which scientific research has practical implications for human life. Relevant research will produce knowledge that can be used to solve problems faced by society.

In general, relevance theory can be formulated as follows:

Relevance = The connection between something and something else

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[12]Nana Syaodih Sukmadinata, *Curriculum Development Theory and Practice*, (Bandung: PT Remaja Rosdakarya Offset, 2013).

These relationships can take the form of:

- Conformity between objectives and content
- Conformity between content and needs
- Match between content and development

In the field of education, the relevance of the curriculum can be measured based on several criteria, namely:

Internal relevance, namely the relationship between objectives, content and learning processes

External relevance, namely the relationship between the curriculum and the needs and development of society

Internal relevance can be measured by seeing whether the objectives, content and learning process are related and support each other. External relevance can be measured by seeing whether the curriculum can help students to develop the competencies needed to face life's challenges in the future.

Based on relevance theory, it can be concluded that relevance is an important thing to pay attention to in various fields. Relevance will help to ensure that something we do or use has real benefits for our lives.

2. Analysis of Lesson Plan

Lesson planning leads to the process of translating the applicable curriculum.[13] Lesson planning must be done properly by teachers because lesson planning has a very strategic function for learning. Some of the functions of lesson planning are as follows:[14]

a. Lesson planning is an administrative document that serves as a guide for the implementation of learning.

b. Lesson planning is a vehicle for teachers to design learning systematically, procedurally, and neatly.

c. Lesson planning is the initial tool that can be used to develop harmonious, quality and useful learning.

d. Lesson planning provides an opportunity for teachers to tailor the learning process to student characteristics appropriately.

e. Lesson planning encourages teachers to continue to learn and deepen the concepts and implementation of assessment and learning processes.

f. Lesson planning bridges teachers to constantly learn new knowledge that they have not yet learned.

g. Lesson planning makes a means for teachers to master learning materials.

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[13]Wina Sanjaya, *Learning System Planning and Design*, (Jakarta: KENCANA PRENADA MEDIA GROUP, 2013).

[14]Wina Sanjaya, *Learning System Planning and Design*, (Jakarta: KENCANA PRENADA MEDIA GROUP, 2013).

Based on the functions of lesson planning above, teachers must view lesson planning as a multifunctional activity for themselves.[15] Learning planning is designed in the form of a syllabus and lesson plans (RPP) that refer to content standards. Learning planning includes preparing lesson plans and preparing media and learning resources, learning assessment tools, and learning scenarios. The preparation of syllabus and lesson plans is adjusted to the learning approach used.

3. **Syllabus**

The syllabus is a very important tool in the process learn how to teach. The syllabus is a reference in preparing plans learning, managing learning activities, and development assessment of learning outcomes. According to Salim, the term syllabus can be is defined as an outline, summary or main points of content or lesson material.[16] The meaning is almost the same as in Merriam Webster which defines the syllabus "a summary outline of a discourse, treatise, or course of stucfy or examination of requirements. In short it can also be said, syllabus as a curriculum development product.

There are those who argue that the terms syllabus are synonymous curriculum terms. There are those who confuse these two terms even though the two groups have a very close relationship. According to Dubin clan Olshtain, Curriculum contains a broad description of general goals by showing educational philosophy and buclaya as a whole which is applied to various fields of study, In

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[15]Wina Sanjaya, *Learning System Planning and Design*, (Jakarta: KENCANA PRENADA MEDIA GROUP, 2013).

[16]Peter Salim, *The Contemporary English Indonesia Dictionary* (Jakarta: Modern English Press, 1987).

this case, accompanied by a theoretical basis about language and language learning.[17] The syllabus contains detailed information regarding clan content Curriculum philosophy that is still general in nature so that it can be translated into the form of learning activities in the classroom so that the objectives has been determined to be achieved easily. This shows that The syllabus is an elaboration of what has been stated in curriculum, especially the subject matter that must be given to student. Regarding this, Dubin and Olshtain explain "a syllabus is more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level.

In the independent curriculum, the syllabus has been prepared by the Government, both for the national curriculum and the regional curriculum, so that teachers only need to develop lesson plans. In addition to the syllabus, the Government has also made a guidebook, the implementation of which will also be assisted later. In this case, the most important thing for teachers is to understand the teacher guidelines and learner guidelines, then master and understand the material to be taught. After that, then develop a written lesson plan briefly about what will be done in the opening, character building and learner competence, and closing of learning.[18]

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[17]Fraida Dubin, and Elite Oslhtain, *Course Design: Developing Programs and Materialsfor Language Leaming*, (London: Cambridge University Press, 1986)

[18]E. Mulyasa, *Development and Implementation of the 2013 Curriculum,* (Bandung: PT Remaja Rosdakarya, 2013).

The syllabus is developed based on graduate competency standards and content standards for primary and secondary education units in accordance with learning patterns in each particular school year. The syllabus is used as a reference in developing lesson plans.[19]

4. **Curriculum**

    a. **Definition of Curriculum**

    Curriculum in the world of education is something that must be mastered by the teacher in accordance with the policies implemented. Teachers are human resources who play a role in The world of education is required to be a learner and agent of change in school, where school is one of the determining places the birth of children who will be useful for the nation and state. For Therefore, every November 25th must be used as a reflection by all teachers that teachers have a noble task to complete its responsibility as a moral fortress.

    The progress of a successful learning implementation is the dream of all teachers, with that learning is not it was implemented immediately. Teachers have a handle The educational program implemented contains a design learning, this guide is usually called the curriculum. According to Ibrahim (2012) curriculum is a set of educational programs planned and implemented to achieve goals education. The curriculum dimensions are ideas, plans, processes and result. Meanwhile, the stages of curriculum development are: planning, implementation, and evaluation.

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[19]Appendix to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013 concerning Process Standards for Primary and Secondary Education.

Curriculum socialization is divided into 3 types, namely first socialization of ideas, where in the socialization of ideas this communicates ideas, before the curriculum begins to be prepared. Second, socialization process, this stage communicates the progress that has been made achieved during the curriculum preparation process. And the third product socialization, which communicates the curriculum has been completed.

Curriculum development must be based on understanding of its meaning and objectives, as well as mastering theoretical and practical elements contained in it. Because of the curriculum is a teacher's guide in carrying out learning and form student competencies.

b. Merdeka Curriculum

Merdeka curriculum is a new curriculum launched by the Minister of Education and Culture, Mr. Nadiem Anwar Makarim. Especially the city of Makassar, Sulawesi Province South, several schools have started implementing the curriculum independent learning in 2020. However, the government still allow other schools to choose curriculum in each educational unit such as the curriculum 2013, emergency curriculum, and Merdeka curriculum.

Merdeka curriculum was originally called the curriculum driving force, then changed its name to prototype curriculum, until now it has become an Merdeka curriculum. Merdeka curriculum launched as an additional optional curriculum for the unit education to carry out learning recovery during 2022 until 2024 and will be reviewed after 2024 based on evaluation during the learning recovery period.

The essence of merdeka curriculum is education based on the essence of learning, where every student has his talents and interests each. The aim of merdeka curriculum is to mitigate lagging behind in learning during the Covid-19 pandemic effective. Currently the 2013 Curriculum can still be used while schools prepare to implement this new curriculum. Each educational unit can implement the merdeka curriculum in stages based on their respective readiness.

Research and Technology which was originally called a prototype curriculum, this curriculum has several main characteristics supporting learning recovery, namely first, learning project-based to develop soft skills and character (faith, piety and noble morals; mutual cooperation, global diversity, independence, critical reasoning and creativity). Second, focus on the material essential so that there is sufficient time for learning in depth for basic competencies such as literacy and numeracy. And third, flexibility for teachers to carry out learning appropriate to the student's abilities and make adjustments with local context and content.

The most important advantage of merdeka curriculum is that it is hoped that it can improve the quality of human resources (HR), solving the problem of the gap between education and the world of work, and in the long term it is hoped that this will bring society and nation emerge from a prolonged crisis, and encourage the growth of civil society, which has good and clean governance. And freedom to learn implies that education is not solely the teacher's responsibility, but is a shared responsibility between teachers, principals, supervisors schools, even parents and society in general.

However, because merdeka curriculum is positioned in the digital era students not only get education at school but also through various sites in cyberspace, creating generation Z students are very familiar with technology, especially smartphones, which can be used as a learning resource. With that, teacher must also encourage himself to keep up with the times and guide students to use smartphones wisely and responsibly.

c. **The Role of Teachers in Implementing the Merdeka Kurikulum**

Adapt to the new curriculum implemented accordingly policy requires the role of a teacher. Very teacher plays an important role in the success of the implemented curriculum. Discipline of the school, both teachers and principals Carrying out the curriculum plays a role in the smooth implementation curriculum. Teachers must be able to enforce the curriculum so that students will also easily go through the learning process every day.

Mulyasa (2020) stated that the Merdeka Curriculum prioritizes a learning process that is capable of growth student creativity through approaches and methods that can train students' thinking abilities. The method used is scientific, problem based learning, project based learning, inquiry, observations, questions and answers, to percentages. Effectiveness of the approach and these methods in learning are very determined by his teacher.

Teachers can become the forerunners of driving teachers, who initiating the spread of driving teacher innovation from one teacher to another other teachers, from one school to another, and so on. These driving teachers are the forerunners of change independent thinking pattern of learning at school.

Merdeka Curriculum needs to be guided by driving teachers and must be supported by various parties. Teachers driving Merdeka Curriculum too not just responsible for providing material intake learning, but also must be able to develop moral, ethics, integrity, and character. And teachers who encourage independent learning This is not just for personal preparation and building students in three aspects of attitude, knowledge and skills, but rather policies prepared to develop society and civilization, so that it becomes an effective nation in avoid three social ills namely poverty, ignorance, and backwardness of civilization.

Implementing an Merdeka Curriculum requires teachers and school principals to continually develop and enrich oneself in ways learn and search for new information related to learning and improving the quality of education in general, by having to get used to reading, to obtain information and make changes in the school according to the changes society and developments over time. According to (Mulyasa, 2020:10) Teachers driving Merdeka Curriculum need to master development latest from the world outside himself. Therefore, teachers need to have and operate various technologies or information sources. Apart from that, teachers who encourage Merdeka Curriculum must be flexible dealing with various student characters. In this case, teachers must be prepared with various situations and conditions, as well as challenges and obstacles which can come at any time and situation.

The implementation of the Merdeka curriculum driving teachers is demanding support from a skilled and qualified workforce so that it can generate more productive work motivation and empower local regional

authorities and make them more efficient system and eliminate overlapping bureaucracy. By because of this, independence and creativity within the school are required managing education and learning behind its autonomy have, schools must also be able to pay attention to student needs variations, different staff desires, environmental conditions diverse, the expectations of the people who entrust their children to them school so that one day they can be independent, as well as the demands of the world of work for obtain productive, potential and qualified personnel. However, this concept may not be fully understood used to solve all educational problems but gives a more significant meaning to improvement education.

5. **Learning Implementation Plan**

The lesson plan (RPP) can be considered as a learning scenario for a teacher in teaching. Competencies, learning media, learning methods, design of learning activities up to the assessment are in the lesson plan.[20] A lesson plan is a face-to-face learning activity plan for one or more meetings. The lesson plan is developed from the syllabus to direct students' learning activities in an effort to achieve basic competencies (KD).

The components of the lesson plan consist of:

a. School identity is the name of the education unit.

b. Subject or theme/sub-theme identity.

c. Grade/semester.

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[20]Ika Lestari, *Competency-Based Teaching Material Development,* (Padang: Akademia Permata, 2013).

d. Subject matter.

e. The time allocation is determined according to the need to achieve KD and learning load with consideration of the number of lesson hours available in the syllabus and KD that must be achieved.

f. Learning objectives are formulated based on KD using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills.

g. Basic competencies and indicators of competency achievement.

h. Learning materials contain relevant facts, concepts, principles, and procedures, and are written in the form of items in accordance with the formulation of indicators of competency achievement.

i. Learning methods are used by educators to create a learning atmosphere and learning process so that students achieve KD which is adjusted to the characteristics of students and KD to be achieved.

j. Learning media is a tool for the learning process to convey learning material.

k. Learning resources can be books, print and electronic media, nature or other relevant learning resources.

l. The learning steps are carried out through the introduction, core, and closing stages.

m. Assessment of learning outcomes.[21]

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[21]Appendix to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013 concerning Process Standards for Primary and Secondary Education.

6. Analysis of English Education Learning

a. Definition of Educational Learning English

English language education learning is a process of interaction between learners and educators and learning resources in a learning environment to develop English language skills contextually and acceptably in accordance with the context and conditions and situations of the learners' daily lives.[22]

English education learning aims to enable learners to communicate in English orally and in writing fluently and in accordance with the social context. Learners' English competencies include listening, reading, speaking and writing skills.

Learning English education can be done at various levels of education, from elementary school to university. The learning methods used can vary, depending on the learning objectives, the characteristics of the learners, and the learning environment.

Here are some of the learning principles of English language education:

- Learner-centered

    Learners are the main subject in learning. The teacher acts as a facilitator who helps students learn actively and meaningfully.

- Language skill-oriented

    English learning should emphasize the development of language skills which include listening, reading, speaking, and writing skills.

- Context-based

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[22] M.Pd, Dr. H. M. Nurhadi, M.Pd, Dr. H. A. Mustofa, *English Language Learning,* (Depok: Rajawali Pers, 2020)

English learning should be linked to the context of learners' daily lives.

- Fun and meaningful

English learning should be fun and meaningful for learners.

Effective English education learning can help learners master English well. Learners can use English to communicate effectively in various situations, both formal and informal.

b. Fundamentals and Objectives of English Language Education

1. Basic English Education

The basis of English education is as follows:

- English as an international language

English is an international language used in various fields, such as education, business and tourism. Therefore, learning English is very important to prepare students to compete in the global world.

- English as a communication tool

English is a communication tool that can be used to communicate with people from different countries. By learning English, learners can establish relationships with people from different cultural backgrounds.

- English as a means of self-development

Learning English can help learners to develop themselves intellectually, socially and emotionally. By learning English, learners can improve their ability to think critically, solve problems, and collaborate.[23]

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[23] Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy. New York: Longman.

2. Objectives of English Language Education

The objectives of English language education are as follows:

- Developing English language skills

The main goal of English education is to develop learners' English language skills, namely listening, speaking, reading and writing skills.

- Improving cultural understanding

Learning English can help learners to understand the culture of English-speaking countries.

- Develop critical thinking skills

English language learning can help learners to improve their critical thinking, problem-solving and collaboration skills.[24]

The basis and purpose of English education is to prepare learners to communicate and discourse in English effectively. By learning English, learners can improve their language skills, understand culture, and develop themselves intellectually, socially, and emotionally.

c. **English Education Materials**

English language educational materials are all the things that learners learn in English language learning. English education materials can be divided into two main categories, namely language skills and language knowledge.

Language skills are the learners' ability to use English to communicate. Language skills consist of four basic skills, namely listening, speaking, reading and writing.

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[24] Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2014). Teaching English as a second or foreign language (5th ed.). Boston: Pearson Education

Language knowledge is knowledge of the structure and rules of the English language. Language knowledge consists of grammar, vocabulary, and phonology.

Here are some commonly taught English education materials:

1. Listening skills are the ability of learners to understand English that is listened to. The material studied in listening skills includes the introduction of English sounds, the introduction of words and phrases, and the understanding of sentences and texts.

2. Speaking skills are the learners' ability to use English to communicate orally. The materials learned in speaking skills include pronunciation, intonation, and grammar.

3. Reading skills are the learners' ability to understand written English. The materials learned in reading skills include letter and word recognition, grammar recognition, and sentence and text comprehension.

4. Writing skills are learners' ability to use English to communicate in writing. The materials learned in writing skills include grammar, vocabulary, and sentence structure.

5. Grammar is the rules that govern how words in English are combined to form sentences. The material studied in grammar includes tenses, modals, noun phrases, verb phrases, and clauses.

6. Vocabulary is a collection of words in English. The material learned in vocabulary includes basic words, common words, and technical words.

7. Phonology is a branch of linguistics that studies the sounds of language. The material studied in phonology includes English sounds, sound patterns, and intonation.[25]

d. Methods of English Education

English language education methods are approaches or ways used to teach English to learners. There are various English education methods that can be used, depending on the learning objectives, learner characteristics and availability of resources.

Some commonly used English education methods are as follows:

- Grammar and translation method

This method focuses on teaching English grammar and vocabulary. Learners are taught grammar rules and vocabulary in English, then they are asked to translate an English text into their native language or vice versa.

- Direct method

This method focuses on teaching English orally. Learners are taught to use English to communicate with the teacher and fellow learners. Teachers use English exclusively in class, and they do not use learners' mother tongue to explain the material.

- Audio-lingual method

This method focuses on teaching English through listening and pronunciation. Learners are trained to listen and repeat English sentences.

- Natural method

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[21] Mruphy, Raymond. 2023. *English for Everyone*. Cambridge: Cambridge University Press.

This method focuses on learning English naturally, just as children learn their mother tongue. Learners are exposed to English in various contexts, and they are given opportunities to use English to communicate.

- Communicative method (communicative language teaching)

This method focuses on developing learners' English language skills. Learners are taught to use English to communicate in various contexts.[26]

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[26] Richards, J. C., & Rodgers, T. S. (2007). Approaches and methods in language teaching. Cambridge: Cambridge University Press

C.   Conceptual Framework

This framework aims to serve as a systematic basis for thinking and outlining the problems discussed in this study. This research focuses on the relevance of lesson planning to the implementation of English education subjects. The object of this research is the English teacher of MTs Negeri Parepare. The results to be achieved in this study are the authors want to describe the extent to which the relevance between lesson planning that has been prepared by English education teachers with its implementation in the learning process as well as the factors that support and hinder the implementation in learning at MTs Negeri Parepare. This will be described in this study.

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                      ┌─────────────────┐
                      │    ENGLISH      │
                      │    TEACHER      │
                      └────────┬────────┘
          ┌────────────────────┼────────────────────┐
          │          ┌─────────▼─────────┐           │
          │          │  IMPLEMENTATION   │           │
          │          └─────────┬─────────┘           │
   ┌──────▼──────┐             │              ┌───────▼──────┐
   │   TEACHER   │             │              │    OUTPUT    │
   │ PREPARATION │             │              │              │
   └──────┬──────┘             │              └───────┬──────┘
          │                    │                      │
   ┌──────▼──────────────┐  ┌──▼──────────┐  ┌─────────▼────────┐
   │ 1. Preparation      │  │ Observation │  │ 1. Competence    │
   │    Lesson Plan      │  │             │  │ 2. Grade         │
   │ 2. Materials        │  └─────────────┘  └──────────────────┘
   │ 3. Syllabus         │
   │ 4. Curriculum       │
   └─────────────────────┘
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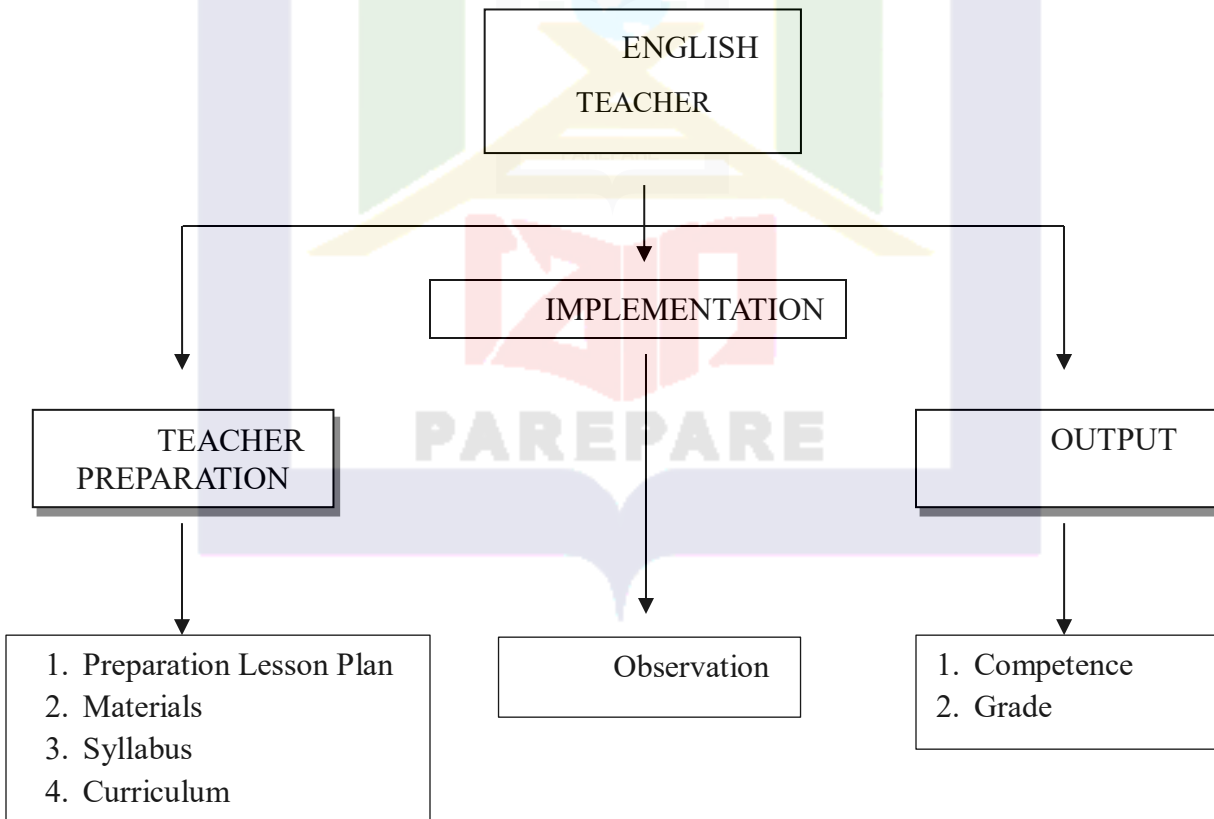
CHAPTER III

RESEARCH METHOD

A.   Research Design

The type of research that will be used in this research is qualitative. Qualitative research is aimed at understanding social phenomena from the point of view or perspective of participants.[27] Qualitative research is research that produces findings that are not achieved using statistical procedures or by means of quantification.[28]

This type of research can be classified as descriptive qualitative   field research (*fild reaserch*) with a location at MTs Negeri Parepare which aims to describe, describe and examine in depth the relevance of lesson planning to the implementation of English language education subjects at MTs Negeri Parepare.

Qualitative research uses theories or patterns consistent with qualitative design type. In qualitative research the use of theory is less clear than in quantitative designs. The trend used for "theory" varies by type of design.[29]

Qualitative research uses exemplary theories or patterns that are consistent with the type of qualitative design. In qualitative research the use of theory is less clear than in quantitative research. Tram use for "theory" varies with design type.

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[27]Noeng Muhajir, *Qualitative Research Methodology* (Yogyakarta: Rake Surasin, 1998)

[28]Djunaidi Ghony and Fauzan Almanshur, *Qualitative Research Methodology*, (Jogjakarta: Arruz Media, 2012)

[29]John W. Creswell*, Research Design qualitative quantitative approaches* (London: International Educational and Professional Puplisher, 1994)

Erickson in Sugiyono states that the characteristics of qualitative research are as follows:

Intensive, long term participation in field setting is done intensively, and the researcher participates for a long time in the field.

Careful recording of what *happens in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence*.

Analytic reflection on the documentary records obtained in the field, namely, conducting reflective analysis on various documents found in the field.

Reporting the results by means of detailed descriptions, direct quotes from interviews, and interpretative commentary, that is, making a detailed research report.[30]

Based on this, it can be stated that qualitative method can be carried out intensively, researchers participate for a long time in the field, carefully record what happens, conduct reflective analysis of various documents found in the field, and make detailed research reports. Qualitative method is suitable for exploring complex phenomena, such as human behavior, subjective experiences, or social processes. This is because qualitative method can provide a rich and in-depth picture of this phenomenon.

B.   Location and Duration of The Research

The location of the object of this research is at MTs Negeri Parepare which is located on Jl. Jenderal Ahmad Yani KM.3, Bukit Harapan, Kec. Soreang, Parepare City,

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[30]Sugiyono, *Educational Research Methods Qualitative, Quantitative and R & D Approaches.* (Cet. XIV, Bandung: Alfabeta, 2012)

South Sulawesi Province. The researcher has several easy access points in conducting research at MTS Negeri Parepare, such as the location is quite close to the researcher's residence and also the researcher has relatives who is one of the teacher that can make data collection easier.

This research is carried out with a research permit for approximately one month. Because researcher consider that to collect and analyze the data can be done within one month.

C.   Data Source

In order for this research not to float, the following research focus is determined:

1.   Lesson plan and English learning materials at MTs Negeri Parepare.
2.   The relevance of lesson plan to the implementation of English language education subjects at MTs Negeri Parepare.

D.   Data Collection Techniques and Instruments

To obtain the data that the author wants to examine, the data collection techniques used in this study are observation and documentation.

1.   Observation Technique

Observation is making direct observations to the object of research to see up close the activities carried out. If the object of research is human behavior and actions, natural phenomena (events that exist in nature), work processes and the use of small respondents.

Observing natural phenomena aided by systematic calcification and measurement, led to the develoment of theories and laws of nature's forces. Observation continues to characterize all research; experimental descriptive, and historical.[31]

Observing natural phenomena aided by systematic measurement and measurement, leads to the development of theories and laws of natural forces. Observation continues to characterize all research; descripteve experimental, and historical.

There are three situations that can be investigated through observation, namely:

a. *Free Situation*

In a free situation, the person being observed is not disturbed, not even knowing that they are being observed. By observing a free situation, the observer can obtain reasonable data about the events or behavior of a person or group.

b. *Manipulated Situation*

In this kind of situation, the observer deliberately creates or adds certain conditions or situations, then replaces how the reactions arise with the presence of conditions or situations that are deliberately created.

c. Mixed Observation (*Partially Controlled*)

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[31]Jhon W. Best*, Research in Education* (America: Prentice hall Inc 1981)

A mixed situation is a situation in an observation that is a combination of a *free situation* and a *manipulated situation.*[32]

Observation is a complex process, a process composed of various biological and psychological processes. Observation can be defined "as direct observation and systematic recording of events to be studied".[33] In this study, non-participatory observation was used. Non-participatory observation is a form of observation where the researcher is not directly involved in the activities under study. The researcher only observes what is done and happens to the object under study. Observation activities were carried out during the English language learning process in the classroom. Observation is needed to complete and validate the result of interview guide.

2. Documentation Technique

Documentation technique is a data collection technique by obtaining information from various written sources or documents.[34] Documentation is a way of collecting data by recording utilizing existing data in the field, both in the form of written data such as books, newspapers, archives, letters and photographs. This method is a way of collecting data that produces important records that have a relationship with the problem being studied, so that the data obtained is real, complete data and not data obtained based on thinking.[35]

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[32]Sigit Pramono, *Guide to Evaluation of Teaching and Learning Activities,* (Cet.I; Jogakarta: Diva Press, 2014)

[33]Sutrisno Hadi, *Research Methodology* (Yogyakarta: Andi offset, 2004)

[34]Sukardi, *Educational Research Methods* (Cet XI; Jakarta: PT bumi aksara, 2004)

[35]Basrowi & Suwandi, *Understanding Qualitative Research* (Jakarta: Rineka Cipta, 2008)

In this case, documentation is used in several stages, namely:

a.   Data collection of school resources such as teachers, students, facilities, infrastructure, achievements and others. At this stage,

b.   Documenting events and activities related to the problem under study using a camera,

c.   Documentation of all learning documents such as syllabus, lesson plans, annual program, semester program.

E.   Technique of Data Analysis

Data analysis is the process of *describing* and compiling interview transcripts and materials that have been collected, the intention is that researchers can refine their understanding of the data and then present it to others more clearly about what has been found in the field.[36] Data analysis is a systematic process of results obtained through observation, interviews and documentation to improve understanding of what was studied. In other words, data analysis is the process of systematically searching and compiling data that has been obtained from observations, interviews and documentation by organizing data into categories, breaking down into units, compiling into patterns, selecting important parts to be studied and making conclusions so that it is easily understood by oneself and understood by others.[37] Data analysis in qualitative research is carried out before research, during research and after conducting research.

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[36]Sudarwan Danim, *Becoming a Qualitative Researcher* (Jakarta: Rosda Karya, 2006)

[37]Sugiono, *Educational Research Methods Quantitative, Qualitative, R & D Approaches* (Cet. XX, Bandung: Alfabeta, 2014)

1. Data *Reduction*

    Data reduction is a sensitive thinking process that requires high intelligence and breadth and depth of insight. Reducing data means taking the main part or essence of the data obtained thus the data that has been reduced will provide a clearer picture, make it easier to collect further data and search for it when needed thus this will facilitate researchers in determining what data should be collected.

    Data reduction in this study takes data from the results of interviews with teachers, students, where the data obtained by researchers intends to get answers to the problems in chapter 1, both about lesson plans, the relevance of lesson plans to the implementation of learning, supporting factors and inhibiting implementation in learning.

2. Data Presentation (*Display Data*)

    After the data is reduced, the next step is data presentation. Qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like by presenting data, it will make it easier to understand what is happening, plan further work based on what has been understood and be able to describe the whole or parts.

    Presentation of data in this study presents data from teacher interviews, students, where the data presented by the researcher intends to get answers to the problems in chapter 1, both about lesson plans, the relevance of lesson plans to the implementation of learning, supporting and inhibiting factors for implementation in learning.

3. *Conclution Drawing*

   The third step in data analysis is conclusion drawing and verification. Initial conclusions put forward are tentative or temporary, and are still doubtful, therefore conclusions are always verified during the research and change if there is no strong evidence supporting the next stage of data collection. In drawing conclusions, the researcher presents data both from the results of interviews from teachers, students, where the data concluded by the researcher intends to get answers and an overview of the problems in chapter 1, both the formulation of problems and research objectives about the relevance of lesson planning to the implementation of learning English language education subjects at MTs Negeri Parepare.

   So, conclusions in qualitative research may be able to answer the problems formulated from the start, but maybe not, because as has been stated that the problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

MTs Negeri Parepare is located on Jalan Jenderal Ahmad Yani KM.2. Ujung Baru Village, Soreang Sub-district, Parepare city where the location is very strategic because there is a Parepare Makassar axis road. And has its own building on 5,840 m of land[2] . MTs Negeri Parepare is one of the first secondary education institutions in Parepare City which has state status and the only Tsanawiyah level under the auspices of the Ministry of Religion of Parepare City.

Basically, the State Madrasah Tsanawiyah (MTsN) of Parepare City is quite old because the name of the State Madrasah Tsanawiyah (MTsN) of Parepare City is a transition from PGAN 6 Th. Parepare based on the Decree of the Minister of Religion concerning the Organizational Structure and Work Procedures of the State Madrasah Tsanawiyah Number: 16 of 1978 which was established in Jakarta on March 16, 1978.

School Profile		
1	SCHOOL NAME	MTs NEGERI PAREPARE
2	N S M	121173720006
3	ACCREDITATION STATUS	A
4	SCHOOL ADDRESS	Jl. Jenderal Ahmad Yani KM.2, Soreang Sub-district, Parepare City, South Sulawesi Province, Postal Code 91131
		Tel. and Fax. School : (0421) 21800
		Principal's cell phone : 085395337681

	e-mail		:	tu@mtsnegeriparepare.sch.id
5	DECREE OF ESTABLISHMENT			
	Date	16 TH. 1978		
	Number	March 16, 1978		
6	HEAD OF MADRASAH			
	Name	RUSMAN MADINA, S.Ag., MA		
	NIP.	19770417 200710 1 004		
	Decree Number	B-2625/Kw.21/KP.07.6/09/2021		
	Date of decree	September 29, 2021		

Table 4.1 Profile of MTs Negeri Parepare
Data Source: *Office of MTs Negeri Parepare.*

1. **Status of Madrasah Head, Teachers and Staff**

   a. Based on Employment Status

Employment Status	Head of Madrasah		Teacher		Employee	
	L	P	L	P	L	P
1. PNS	1	-	7	16	2	2
2. PPPK	-	-	2	10	-	-
3. NON ASN (NON-PERMANENT/HONORARY):	-	-	2	6	4	1

TOTAL	1	-	11	32	6	3

b. Based on Education Level

No.	Status / Position	Last Education Level						
		HIGH SCHOOL	1	2	3	1	2	3
1	Head of Madrasah	-	-	-	-	-	1	-
2	Civil servant teacher	-	-	-	-	17	6	-
3	PPPK Teacher	-	-	-	-	11	1	-
4	Non-permanent teachers (GTT)	-	-	-	-	7	1	-
5	Civil Servant	2	-	-	-	2		-
6	Non-permanent Employee (PTT)	3	-	-	-	2	-	-
	Total	5	-	-	-	39	9	-

c. By Class (for civil servants)

No.	Status/Title	Goals											
		II				III					IV		
		II/b	II/c	II/d	Total	III/a	III/b	III/c	III/d	Total	IV/a	IV/b	Total
1.	Head of Madrasah	-	-	-	-	-	-	-	-	-	1	-	1
2.	Teacher	-	1	-	1	1	4	1	2	8	10	4	14
3.	Employee	-	-	2	2	-	-	1	1	2	-	-	-
	Total	-	1	2	3	1	4	2	3	10	11	4	15

d. Based on Competency/Certification Level (For Teachers)

No.	Status / Position	Passed Certification	Not yet certified
1	Head of Madrasah	1	-

2	Civil servant teacher	18	5
3	PPPK Teacher	7	5
4	Non-permanent teachers (GTT)	1	7
Total		**27**	**17**

    e.   Based on Rank Order List (for ASN)

N O	N A M A	NIP/NIPPPK	J A B A T A N	EDUC ATIO N	CERTIFIC ATION
1	Dra. Hj Munawwarah, M.Pd.I	19701119 199803 2 001	Associate Expert Teacher Social Studies	S.2	Already
2	Suriati, S.Pd.	19680929 199702 2 005	Associate Expert Teacher Mathematics Field of Study	S.1	Already
3	Drs. H.Muhammad Said, M.Pd.I	19680825 199603 1 001	**Wakamad Bid. Curriculum** / Associate Expert Teacher of Social Studies	S.2	Already
4	Nurbaeni, S.Ag.	19710708 199903 2 002	**Wakamad Bid. Public Relations** / Associate Expert Teacher of English. English	S.1	Already
5	Cinderah, S.Pd.	19650819 198801 2 001	Associate Expert Teacher Mathematics Field of Study	S.1	Already
6	Drs.Alauddin	19690124 199803 1 003	Associate Expert Teacher Field of Study Bhs. Arabic	S.1	Already
7	Arsyad, S.Pd.	19691231 200501 1 058	Associate Expert Teacher Mathematics Field of Study	S.1	Already

8	Muttiara, S.Ag.	19670707 200501 2 004	Associate Expert Teacher Social Studies	S.1	Already
9	Fatimah, S.Ag.	19650830 200501 2 001	Associate Expert Teacher Field of Study Bhs. Indonesia	S.1	Already
10	Kayardin, S.Pd., MM.	19740516 200604 1 007	**Wakamad Bid. Sarpras /** Associate Expert Teacher of Physical Education	S.2	Already
11	Surniati Ilyas, S.Ag. M.Pd.	19741122 200701 2 020	**Wakamad Bid. Student Affairs /** Associate Expert Teacher of Al-Qur'an Hadith Study Area	S.2	Already
12	Salma Usman, S.Ag.	19740204 200701 2 022	Associate Expert Teacher Fiqh Field of Study	S.1	Already
13	**Rusman Madina, S.Ag., MA**	19770417 200710 1 004	**Head of Madrasah**	S.2	Already
14	Nurhayati Wangka, S.Pd.	19810425 200710 2 004	Associate Expert Teacher Field of Study Bhs. English	S.1	Already
15	Khaeriah Dachlan, S.Pd.	19810812 200710 2 002	Associate Expert Teacher Mathematics Field of Study	S.1	Already
16	**Rusli, SE**	19780819 200501 1 005	**Head of Affairs Administration**	S.1	Employee
17	Ummu Hani, S.Pd., M.Pd.	19821128 200710 2 002	Junior Master Teacher Field of Study Bhs. English	S.2	Already
18	Nursanti, S.HI.	19800117 200710 2 002	Junior Master Teacher Fiqh Field of Study	S.1	Already

19	Fitri Adariku, S.Pd.	19850819 200901 2 005	PTK Data & Information Analyst on Administration Affairs	S.1	Employee
20	Zohra Iskandar, S. Ag.	19740812 201412 2 001	Junior Master Teacher Field of Study Bhs. Arabic	S.1	Already
21	Herliah, SE	19851021 201903 2 011	First Expert Teacher Social Studies	S.1	Not yet
22	Muh. Mustawa, S.Pd.	19900911 201903 1 013	First Expert Teacher PE Field of Study	S.1	Not yet
23	Wiwi Sri Kandi, S.Pd.	19920308 201903 2 012	First Expert Teacher Field of Study Bhs. Indonesia	S.1	Not yet
24	Dya Puspitasari, S.Pd., M.Pd.	19930807 201903 2 016	First Expert Teacher Field of Study Bhs. Indonesia	S.2	Not yet
25	Arfian, S. Or.	19860111 201903 1 007	First Expert Teacher PE Field of Study	S.1	Not yet
26	Muhammad Nasri Siri	19691106 200501 1 006	MTs.N Treasurer (JF PK-APBN)	HIGHSCHOOL	Employee
27	Nurhafidah	19721222 200910 2 001	Library Administrator on Administration Affairs	HIGH SCHOOL	Employee
28	Ismail, S. Pd. I	19821114 200710 1 001	Skilled Teacher Akidah Akhlaq Field of Study	S.1	Already
29	Asriati Amaliyah, S.Pd.I, M.Pd.I	19800913 202221 2 012	First Expert Teacher SKI Field of Study	S.2	Already
30	Siti Haisah, S.S	19780814 202221 2 017	First Expert Teacher English Field of Study	S.1	Already
31	Wana, S. Pd. I	19700210 202221 2 009	First Expert Teacher Cultural Arts Field of Study	S.1	Already
32	Andi Asriani Azis, S. HI	19830429 202221 2 033	First Expert Teacher Field of Study Guidance Counseling	S.1	Already
33	Wahidin, S.Kom.	19860313 202321 1 019	First Expert Teacher ICT Field of Study	S.1	Already

35	Irmayanti, S.Si.	19850416 202321 2 036	First Expert Teacher Science Field of Study	S.1	Already
36	Kheriyani, S.Pd.I	19860519 202321 2 036	First Expert Teacher Field of Study Bhs. Arabic	S.1	Not yet
37	Nasrah Yusraeni Nur, S.Pd.	19980513 202321 2 014	First Expert Teacher Cultural Arts Field of Study	S.1	Not yet
38	Ulfiani, S.Pd.I	19900202 202321 2 058	First Expert Teacher Akidah Akhlaq Field of Study	S.1	Not yet
39	Nurfadillah, S.Pd.	19961126 202321 2 020	First Expert Teacher SKI Field of Study	S.1	Not yet
40	Sarina, S.Pd.	19931021 202321 2 027	First Expert Teacher Civics Field of Study	S.1	Not yet

Table 4.2 State of Educators of MTs Negeri Parepare
Data Source: *Office of MTs Negeri Parepare.*

2.   School Facilities and Infrastructure

Facilities and infrastructure are school facilities that must be owned in an educational environment that has a very important role because with the facilities and infrastructure the learning process can run smoothly and students will feel happy with the facilities and infrastructure owned by the school. The facilities and infrastructure available at MTs Negeri Parepare are as follows:

No.	Room Type	Conditions				Total
		Good	Broken			
			Lightweight	Medium	Weight	
1	Classroom	18				
2	Teacher's Room	2				
3	Madrassah Head Room	1				

No	Facility					
4	Wakamad Room	1				
5	Administration Head Room	1				
6	Administrative Affairs Room	1				
7	Guidance & Counseling Room		1			
8	Health Room (UKS)	1				
9	Student Council Room		1			
10	Art Room		1			
11	Library Room	1				
12	Science Laboratory	-	-	-	-	-
13	Language Laboratory	-	-	-	-	-
14	Computer Laboratory	-	-	-	-	-
15	The Hall	-	-	-	-	-
16	Place of Worship (Mushollah)	1				
17	Kitchen Room	1				
18	Archive Room		1			
19	Warehouse				1	
20	Canteen	3				
21	Teacher's Bathroom/WC	4				
22	Student Bathroom/Washroom	4				
23	Security Post	1				
24	Parking Lot	2				
25	Ceremony/Sports Field	1				

Table 4.3 Facilities and Infrastructure of MTs Negeri Parepare.
Data Source: *Office of MTs Negeri Parepare.*

3. Condition of Learners

Learners are an important element in the learning process at MTs Negeri Parepare compared to other educational elements because the learning process will not

take place if there are no people to be taught by educators, an educator needs students to be taught as well as students who need educators as mentors and teachers for the learning process to occur so that goals can be achieved.

Gender	NUMBER OF STUDENTS/CLASS			NUMBER OF STUDENTS L/P
	VII	VIII	IX	
1. MALE	101	85	84	270
2. FEMALE	93	76	78	247
TOTAL	194	161	162	517

Table 4.4 Data on students of MTs Negeri Parepare.
Data Source: *Office of MTs Negeri Parepare.*

4. **Madrasah Vision, Mission and Goals**

Vision

Knowledgeable in science and technology and competitive in academic and non-academic fields.

Mission

a. Creating Madrasah Based Management (MBM) that is professional, open and accountable.

b. Implementing active, innovative, creative, effective and fun IT-based learning with Islamic and national character.

c. Developing Islamic religious attitudes, behaviors and practices in the madrasah environment.

d. Having graduates who are able to compete and be accepted in favorite schools/madrasas.

e. Facilitate students in developing creativity according to their talents and interests so that they can have high achievements.

f. Utilize supporting facilities in the form of computer, language, science and multimedia laboratories to the maximum under the guidance of professional educators / education personnel.

g. Increasing cooperation with parents, communities and related agencies in order to supervise the improvement of madrasah programs and student discipline.

Destination

Based on the vision and mission above, the madrasah objectives are:

a. Creating professional, open, and accountable Madrasah-Based Management (MBM) with indicators:

1) The creation of orderly and organized administrative management.

2) Creating authoritative and charismatic madrasa leadership.

3) Placing/assigning educators and education personnel in accordance with their professionalism.

4) There is high motivation and enthusiasm from educators and education personnel.

5) Complete infrastructure/facilities to support learning activities.

6) Strong support from parents, community and government.

b. Implementing active, innovative, creative, effective and fun IT-based learning with Islamic and national characters with indicators:

1) Implement learning activities that take into account the different characters and social backgrounds of students.

2) Develop teachers' professionalism and competence, especially pedagogical and professional competence, as well as scientific writing through continuous training and MGMP activities.

3) Utilize multimedia in learning activities.

4) Integrating religious values in general subjects.

5) Making the madrasah environment a source of learning.

c. Developing Islamic religious attitudes, behaviors and practices in the madrasah environment, with indicators:

1) Improve the experience of 5 S (Smile, Greeting, Greeting, Polite and Santun) to all madrasah residents.

2) Apply habituation and exemplary methods in interacting with each student, in order to foster openness and trust between madrasah residents.

3) Improving Zuhr prayer experience in the madrasah.

4) Implementing tadarrusan continuously at the beginning of each lesson so that students are free from Quran illiteracy and can memorize the reading of the Quran.

5) Memorize the chapters of Juz 'Amma.

d. Having graduates who are able to compete and be accepted in favorite schools/madrasas, with indicators:

1) Carry out learning that can develop critical and creative thinking skills through various solutions to cases and national standard questions.

2) Motivate students to always study hard so that they can have an average score above 75.

3) Strive for 95% of students to pass the National Exam.

4) Strive for 70% of graduates to be accepted in favorite schools/madrasas.

e. Facilitating students in developing creativity according to their talents and interests in order to have high achievement, both in academic and non-academic fields, with indicators:

1) Developing student coaching through extracurricular activities in the academic field, such as subject mastery development activities, wall magazines and Youth Scientific Work (KIR).

2) Developing student development through extracurricular activities in the fields of Scouting, PMR and sports and arts activities.

3) Able to win at least three competitions, both in the academic, non-academic and religious fields at least at the district / city level.

4) Able to win sports and arts competitions at least at the district/city level.

B. Description of Research Results

This section explains the research results from observation and documentation. The order of writing the research results refers to the formulation of the problem.

1. Lesson Planning and Implementation of English Education Subjects

In the teaching and learning process at MTs Negeri Parepare, learning program planning plays a very important role. Because it determines the steps of implementation and evaluation. The integration of learning as a system is not only between the components of the teaching and learning process, but also between one step and the next step and the teacher in implementing the learning program really must be in accordance with what has been planned. The educational process must be carried out in a planned manner with various thoughts and rationales so that all the potential of students can be optimally developed. The word planned shows that how important lesson planning is for every learning process.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: MTs Negeri Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX / 2
Materi Pokok	: **Teks Naratif**, Memberi dan meminta informasi terkait *fairytales*
Alokasi Waktu	: 4 Minggu x 4 Jam Pelajaran @40 Menit

A. Kompetensi Inti
- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca • Membacakan dongeng dengan ucapan, dan tekanan kata yang benar • Mengidentifikasi informasi dari isi teks yang sedang dibacakan. • Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairytales*	• Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang yang tepat sesuai cerita • Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing • Menuliskan dengan tulisan tangan makna cerita terkait *fairytales, sangat pendek dan sederhana*

C. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca
- Membacakan dongeng dengan ucapan, dan tekanan kata yang benar
- Mengidentifikasi informasi dari isi teks yang sedang dibacakan.
- Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan
- Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang yang tepat sesuai cerita
- Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing
- Menuliskan dengan tulisan tangan makna cerita terkait fairytales, sangat pendek dan sederhana

D. Materi Pembelajaran
- Fungsi sosial
  Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur
- Struktur teks
  Dapat mencakup:
  - Orientasi
  - Evaluasi
  - Krisis
  - Resolusi
  - Reorientasi
- Unsur kebahasaan
  - Kalimat deklaratif dan interogatif dalam simple past tense
  - Frasa adverbia: *a long time ago, once upon a time, in the end, happily ever after*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
1) Pendekatan : Saintifik
2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran
  1. Media

❖ Lembar penilaian

2. **Alat/Bahan**
   ❖ Penggaris, spidol, papan tulis
   ❖ Laptop & infocus

G. Sumber Belajar
   ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Think Globally Act Locally, Kelas IX, Kemendikbud, Revisi Tahun 2018
   ❖ Kamus Bahasa Inggris
   ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1.	Pertemuan Ke-1 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  Teks naratif fairytales

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Teks naratif fairytales dengan cara : → **Melihat (tanpa atau dengan Alat)** Menayangkan gambar/foto/video yang relevan. → **Mengamati** ● Lembar kerja materi Teks naratif fairytales ● Pemberian contoh-contoh materi Teks naratif fairytales untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → **Membaca.** Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Teks naratif fairytales → **Menulis** Menulis resume dari hasil pengamatan dan bacaan terkait Teks naratif fairytales → **Mendengar** Pemberian materi Teks naratif fairytales oleh guru. → **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :

	untuk melatih rasa *syukur*, kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi : *Teks naratif fairytales* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: → **Mengamati obyek/kejadian** Mengamati dengan seksama materi Teks naratif fairytales yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. → **Membaca sumber lain selain buku teks** Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Teks naratif fairytales yang sedang dipelajari. → **Aktivitas** Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Teks naratif fairytales yang sedang dipelajari. → **Wawancara/tanya jawab dengan nara sumber** Mengajukan pertanyaan berkaiatan dengan materi Teks naratif fairytales yang telah disusun dalam daftar pertanyaan kepada guru. **COLLABORATION (KERJASAMA)** Peserta didik dibentuk dalam beberapa kelompok untuk: → **Mendiskusikan** Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Teks naratif fairytales → **Mengumpulkan informasi** Mencatat semua informasi tentang materi Teks naratif fairytales yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → **Mempresentasikan ulang** Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Teks naratif fairytales sesuai dengan pemahamannya. → **Saling tukar informasi** tentang materi : *Teks naratif fairytales* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : → **Berdiskusi** tentang data dari Materi : *Teks naratif fairytales* → Mengolah informasi dari materi Teks naratif fairytales yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-

	→ Peserta didik mengerjakan beberapa soal mengenai materi Teks naratif fairytales
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *Teks naratif fairytales* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)**
	
	Peserta didik berdiskusi untuk menyimpulkan
	→ Menyampaikan hasil diskusi tentang materi Teks naratif fairytales berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
	     Teks naratif fairytales
	
	→ Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi Teks naratif fairytales dan ditanggapi oleh kelompok yang mempresentasikan.
	→ Bertanya atas presentasi tentang materi Teks naratif fairytales yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	
	CREATIVITY (KREATIVITAS)
	→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
	     Laporan hasil pengamatan secara *tertulis* tentang materi :
	     Teks naratif fairytales
	
	→ Menjawab pertanyaan tentang materi Teks naratif fairytales yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Teks naratif fairytales yang akan selesai dipelajari
	→ Menyelesaikan uji kompetensi untuk materi Teks naratif fairytales yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Teks naratif fairytales berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: **nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan**

Kegiatan Penutup (15 Menit)

Peserta didik :
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Teks naratif fairytales yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Teks naratif fairytales yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Teks naratif fairytales
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Teks naratif fairytales kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

2.	Pertemuan Ke-2 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :
Orientasi
- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Sintak Model Pembelajaran	Kegiatan Inti (130 Menit)
	Kegiatan Pembelajaran
Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi dengan cara : → **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → **Mengamati** • Lembar kerja materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi • Pemberian contoh-contoh materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → **Membaca**. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi → **Menulis** Menulis resume dari hasil pengamatan dan bacaan terkait Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi → **Mendengar** Pemberian materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi oleh guru. → **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi* untuk melatih rasa *syukur,* kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi : *Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah ... berbagai sumber guna menambah ...

data)	→ **Mengamati obyek/kejadian** Mengamati dengan seksama materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. → **Membaca sumber lain selain buku teks** Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sedang dipelajari. → **Aktivitas** Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sedang dipelajari. → **Wawancara/tanya jawab dengan nara sumber** Mengajukan pertanyaan berkaiatan dengan materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang telah disusun dalam daftar pertanyaan kepada guru. **COLLABORATION (KERJASAMA)** Peserta didik dibentuk dalam beberapa kelompok untuk: → **Mendiskusikan** Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi → **Mengumpulkan informasi** Mencatat semua informasi tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → **Mempresentasikan ulang** Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi sesuai dengan pemahamannya. → **Saling tukar informasi** tentang materi : *Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA)** dan **CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : → **Berdiskusi** tentang data dari Materi : *Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi* → Mengolah informasi dari materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi*

Generalization (menarik kesimpulan)	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan
	→ Menyampaikan hasil diskusi tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi*
	→ Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi dan ditanggapi oleh kelompok yang mempresentasikan.
	→ Bertanya atas presentasi tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	CREATIVITY (KREATIVITAS)
	→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : *Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi*
	→ Menjawab pertanyaan tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang akan selesai dipelajari
	→ Menyelesaikan uji kompetensi untuk materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Struktur Teks mencakup orientasi, evaluasi, krisis, resolusi, dan reorientasi kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

3.	Pertemuan Ke-3 (4 x 40 Menit)

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi
- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

... dan berbagai sumber guna menambah pengetahuan dan pemahaman tentang ...

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  Frasa adverbia: a long time ago, once upon a time

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**
Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Frasa adverbia: a long time ago, once upon a time dengan cara : → **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → **Mengamati** • Lembar kerja materi Frasa adverbia: a long time ago, once upon a time • Pemberian contoh-contoh materi Frasa adverbia: a long time ago, once upon a time untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → **Membaca**. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Frasa adverbia: a long time ago, once upon a time → **Menulis** Menulis resume dari hasil pengamatan dan bacaan terkait Frasa adverbia: a long time ago, once upon a time → **Mendengar** Pemberian materi Frasa adverbia: a long time ago, once upon a time oleh guru. → **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *Frasa adverbia: a long time ago, once upon a time* untuk melatih rasa **syukur**, kesungguhan dan **kedisiplinan**, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi : *Frasa adverbia: a long time ago, once upon a time* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: → **Mengamati obyek/kejadian** Mengamati dengan seksama materi Frasa adverbia: a long time ago, once upon a time yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. → **Membaca sumber lain selain buku teks** Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang

	→ **Aktivitas**
	Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Frasa adverbia: a long time ago, once upon a time yang sedang dipelajari.
	→ **Wawancara/tanya jawab dengan nara sumber**
	Mengajukan pertanyaan berkaiatan dengan materi Frasa adverbia: a long time ago, once upon a time yang telah disusun dalam daftar pertanyaan kepada guru.
	COLLABORATION (KERJASAMA)
	Peserta didik dibentuk dalam beberapa kelompok untuk:
	→ **Mendiskusikan**
	Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Frasa adverbia: a long time ago, once upon a time
	→ **Mengumpulkan informasi**
	Mencatat semua informasi tentang materi Frasa adverbia: a long time ago, once upon a time yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→ **Mempresentasikan ulang**
	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Frasa adverbia: a long time ago, once upon a time sesuai dengan pemahamannya.
	→ **Saling tukar informasi** tentang materi :
	Frasa adverbia: a long time ago, once upon a time
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)**
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	→ **Berdiskusi** tentang data dari Materi :
	Frasa adverbia: a long time ago, once upon a time
	→ Mengolah informasi dari materi Frasa adverbia: a long time ago, once upon a time yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	→ Peserta didik mengerjakan beberapa soal mengenai materi Frasa adverbia: a long time ago, once upon a time
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)**
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :
	→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :
	Frasa adverbia: a long time ago, once upon a time
	antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)**
	Peserta didik berdiskusi untuk menyimpulkan
	→ Menyampaikan hasil diskusi tentang materi Frasa adverbia: a long time ago, once upon a time berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
	Frasa adverbia: a long time ago, once upon a time

→ Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi Frasa adverbia: a long time ago, once upon a time dan ditanggapi oleh kelompok yang mempresentasikan.

→ Bertanya atas presentasi tentang materi Frasa adverbia: a long time ago, once upon a time yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :

Laporan hasil pengamatan secara *tertulis* tentang materi :

Frasa adverbia: a long time ago, once upon a time

→ Menjawab pertanyaan tentang materi Frasa adverbia: a long time ago, once upon a time yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.

→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Frasa adverbia: a long time ago, once upon a time yang akan selesai dipelajari

→ Menyelesaikan uji kompetensi untuk materi Frasa adverbia: a long time ago, once upon a time yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Frasa adverbia: a long time ago, once upon a time berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Frasa adverbia: a long time ago, once upon a time yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Frasa adverbia: a long time ago, once upon a time yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Frasa adverbia: a long time ago, once upon a time
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Frasa adverbia: a long time ago, once upon a time kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

4. Pertemuan Ke-4 (4 x 40 Menit)
Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  Frasa adverbia: in the end, happily ever after

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung

- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**
Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Frasa adverbia: in the end, happily ever after dengan cara : → **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → **Mengamati** • Lembar kerja materi Frasa adverbia: in the end, happily ever after • Pemberian contoh-contoh materi Frasa adverbia: in the end, happily ever after untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → **Membaca**. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Frasa adverbia: in the end, happily ever after → **Menulis** Menulis resume dari hasil pengamatan dan bacaan terkait Frasa adverbia: in the end, happily ever after → **Mendengar** Pemberian materi Frasa adverbia: in the end, happily ever after oleh guru. → **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *Frasa adverbia: in the end, happily ever after* untuk melatih rasa *syukur*, kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi : *Frasa adverbia: in the end, happily ever after* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: → **Mengamati obyek/kejadian** Mengamati dengan seksama materi Frasa adverbia: in the end, happily ever after yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. → **Membaca sumber lain selain buku teks** Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Frasa adverbia: in the end, happily ever after yang sedang dipelajari. → **Aktivitas** Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Frasa adverbia: in the end, happily ever after yang sedang dipelajari. → **Wawancara/tanya jawab dengan nara sumber** Mengajukan pertanyaan berkaiatan dengan materi Frasa adverbia: in the end, happily ever after yang telah disusun dalam daftar pertanyaan kepada guru. **COLLABORATION (KERJASAMA)** Peserta didik dibentuk dalam beberapa kelompok untuk: → **Mendiskusikan**

	Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Frasa adverbia: in the end, happily ever after → **Mengumpulkan informasi** Mencatat semua informasi tentang materi Frasa adverbia: in the end, happily ever after yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → **Mempresentasikan ulang** Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Frasa adverbia: in the end, happily ever after sesuai dengan pemahamannya. → **Saling tukar informasi** tentang materi : *Frasa adverbia: in the end, happily ever after* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : → **Berdiskusi** tentang data dari Materi : *Frasa adverbia: in the end, happily ever after* → Mengolah informasi dari materi Frasa adverbia: in the end, happily ever after yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi Frasa adverbia: in the end, happily ever after
Verification (pembuktian)	CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *Frasa adverbia: in the end, happily ever after* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi Frasa adverbia: in the end, happily ever after berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *Frasa adverbia: in the end, happily ever after* → Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi Frasa adverbia: in the end, happily ever after dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi Frasa adverbia: in the end, happily ever after yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. CREATIVITY (KREATIVITAS) → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : *Frasa adverbia: in the end, happily ever after* → Menjawab pertanyaan tentang materi Frasa adverbia: in the end, happily ever after yang

	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Frasa adverbia: in the end, happily ever after yang akan selesai dipelajari
	→ Menyelesaikan uji kompetensi untuk materi Frasa adverbia: in the end, happily ever after yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Frasa adverbia: in the end, happily ever after berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Frasa adverbia: in the end, happily ever after yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Frasa adverbia: in the end, happily ever after yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Frasa adverbia: in the end, happily ever after
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Frasa adverbia: in the end, happily ever after kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2	...	...	...	...	...	...	...	...

Keterangan :
- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :
1. Aspek perilaku dinilai dengan kriteria:
   - 100 = Sangat Baik
   - 75 = Baik
   - 50 = Cukup
   - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   - 75,01 – 100,00 = Sangat Baik (SB)
   - 50,01 – 75,00 = Baik (B)
   - 25,01 – 50,00 = Cukup (C)
   - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50	250	62,50	C
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok	50				

Catatan :
1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :

   75,01 – 100,00   = Sangat Baik (SB)
   50,01 – 75,00   = Baik (B)
   25,01 – 50,00   = Cukup (C)
   00,00 – 25,00   = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

  Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

  Nama yang diamati   : ...
  Pengamat   : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100	450	90,00	SB
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :
1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :

   75,01 – 100,00   = Sangat Baik (SB)
   50,01 – 75,00   = Baik (B)
   25,01 – 50,00   = Cukup (C)
   00,00 – 25,00   = Kurang (K)

- **Penilaian Jurnal** *(Lihat lampiran)*

2. **Penilaian Pengetahuan**

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3

		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. **Penilaian Keterampilan**

a. **Penilaian Presentasi/Monolog**

Nama peserta didik: _____   Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
	Skor yang dicapai		
	Skor maksimum	10	

Keterangan:
   Baik mendapat skor 2
   Kurang baik mendapat skor 1

b. **Rubrik untuk Penilaian Unjuk Kerja**

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:
   MAHIR mendapat skor 3
   MEMUASKAN mendapat skor 2
   TERBATAS mendapat skor 1

Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 1 Semester
Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____ Kelas :_____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaa n kata	Kelengkapa n gagasan	Sistematik a	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3

		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (*pronounciation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (*intonation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5.   Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui   Parepare, Januari 2024
Kepala MTs Negeri Parepare   Guru Mata Pelajaran

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2. Relevance of Lesson Planning with Learning Implementation of English Education Subjects

Relevance means appropriate. The value of relevance in planning is that the planning we compile has both internal and external suitability. Internal suitability is that the learning plan must be in accordance with the applicable curriculum. While external suitability is the learning plan that is prepared must be in accordance with the needs of students.

Based on the results of observations related to the learning planning of English education teachers at MTs Negeri Parepare, researchers saw the lesson plans prepared by the teacher then made observations in the classroom to see the relevance between lesson planning and its implementation. In preparing lesson plans, teachers adjust to the curriculum that applies at school which is then compiled based on the syllabus.

In this observation, the researcher observed the learning of English language education subjects in class IX.2 MTs Negeri Parepare to see the relevance between lesson planning and its implementation. Classroom observation activities are carried out using observation guidelines made by researchers based on lesson plans that have been made by English education teachers to observe the steps carried out in the process of implementing learning in the classroom.

From this observation, it can be seen that the teacher provides material about adverbial phrases: a long time ago, once upon a time. In the introductory activities, the teacher provides orientation by opening with opening greetings, checking the attendance of students, but the teacher does not prepare the physical and psychological students in starting learning activities as stated in the lesson plan. Then the teacher gives appreciation by linking the learning material to be carried out with the experience

of the students, recalling the prerequisite material by asking, and asking questions related to the lesson to be carried out. Furthermore, the teacher provides motivation by giving an overview of the benefits of learning the lessons to be learned in everyday life, conveying the learning objectives at the meeting and asking questions. Then the teacher provides a reference by telling the subject matter that will be discussed at the meeting at that time, informing about the core competencies, basic competencies, indicators and KKM at the ongoing meeting, division of learning groups and explaining the mechanism for implementing learning experiences in accordance with the learning steps.

After the preliminary activities, continued with the core activities, namely students were formed into several groups to discuss the subject matter, gather information about the subject matter, re-present the subject matter and exchange information about the subject matter. After completion, students present the results of group discussions classically then between groups express opinions and ask questions about the results of the presentation.

In the closing activity, students make a resume with the guidance of the teacher about the important points of the subject matter that arise in the learning activities. Then the teacher gives awards to groups that have good performance and cooperation, the teacher schedules homework for the lesson material that has just been done and the teacher schedules material or project / product / portfolio / work tasks that must be studied at the next meeting.

From this observation, the learning implementation process with material about adverbial phrases: a long time ago, once upon a time. The teacher uses question and answer, interview, discussion and role play methods. The media used are *worksheets* or

student worksheets and whiteboards with learning resources for English education books. In the implementation of the lesson, most of it was relevant to what was planned in the lesson plan. However, there are some aspects that are not relevant, namely preparing students physically and psychologically in starting learning activities and conveying learning objectives at the meeting.

The next observation the researcher conducted in the same class to observe the implementation of teaching, namely the continuation material from the previous meeting. From this observation, it can be seen that the teacher provides adverbial phrase material: in the end, happily ever after with different methods. The teacher uses the lecture method as an introduction, then uses laptop and LCD media as learning support. In the final activity, the teacher summarizes the learning, students also answer the teacher's questions as a reinforcement of the material that has been taught. In this lesson, everything is relevant to what has been planned in the lesson plan.

C. Discussion of Research Results

Based on data in the field regarding lesson planning for English language education subjects at MTs Negeri Parepare, teachers have prepared lesson plans well. In preparing lesson planning teachers based on the curriculum that applies at school and make the syllabus as a reference in making lesson plans, lesson planning includes the preparation of lesson plans and preparation of media and learning resources, learning assessment tools, and learning scenarios. The problems encountered by English education teachers in preparing lesson plans can be overcome by teachers so that they do not hinder the implementation of learning.

The implementation of learning English education subjects at MTs Negeri Parepare on the material of adverbial phrases: a long time ago, once upon a time and adverbial phrases: in the end, happily ever after is a strategic effort to expand understanding of how these phrases are used in English to convey certain nuances in writing or conversation.

This is in accordance with the objectives of learning implementation which are to improve context understanding and interpretation, richer writing skills, literary analysis, appropriate use in formal and informal contexts and improve communication skills. Good interaction can be described as a situation where the teacher can make students learn easily and be driven by their own willingness to learn what is in the curriculum as their needs.

So the implementation of learning must have a goal to be achieved and the implementation procedure has been planned, there is a cultivation of material / material, determination of methods, media, and evaluation.

Based on the results of observations of the implementation of English education learning, the learning implementation process is divided into three activities, namely preliminary activities where the teacher begins the learning by providing orientation, appreciation, motivation and giving references by preparing the physical and psychological students and giving pretests which are carried out before delivering the core material, namely the teacher asks questions with students about the material being taught with the aim of knowing the extent of students' mastery of the learning material to be conveyed to students.

During learning the teacher also conducts a process assessment. This assessment uses non-test techniques, namely observation. The things that are observed include seriousness, activeness, and discipline of students.

Based on the results of observations and relevant data support, it can be explained that in the implementation of learning English language education subjects at MTs Negeri Parepare, important things can be known as follows:

1. That in the implementation of learning activities in English education subjects, the teacher is no longer the center of learning activities because she applies various methods.

2. Learning media as a tool for learning activities makes learning easier for students to understand so that the learning process runs effectively.

3. The communication between teachers and students makes the learning atmosphere more enjoyable and easy for students to follow.

Thus, based on observations in the implementation of the learning process in the classroom with teachers and students as well as other data support, it can be concluded that lesson planning with the implementation of learning English language education subjects at MTs Negeri Parepare is relevant.

The English education system at MTs Negeri Parepare has several components to achieve the expected goals, namely:

a. Identify problems based on needs. Problems are gaps between ideal conditions and the real conditions of the desired needs. For example, the ideal condition is to facilitate learning, this requires tools or media that are suitable and in accordance with the characteristics of English language subject content.

b. Determine alternative solutions. To solve a problem, it is necessary to identify prerequisites, namely supporting factors and problem-solving factors. For example, the availability of funds, facilities, personnel and time so that the best alternative solution can be chosen. For example, teachers who have not been able to use learning media, if viewed from supporting factors, there needs to be a budget to improve the quality of teaching staff, guidance from media experts, and conduct learning media training.

c. Selecting a solution strategy based on the selected alternative solution that is considered relevant and most effective to determine the method or strategy for its implementation. For example, the selected alternative is to conduct training, so the objectives and methods of training, training objectives, training materials and training evaluation must be determined.

d. Implementing the chosen strategy. For example, if an alternative is chosen, it is necessary to determine its implementation, how many days it will be implemented, how much funding is needed, the people involved, and so on so that it can facilitate the effectiveness of problem solving.

e. Evaluate the implementation of activities to determine the extent to which the effective use of selected methods can solve problems. Because evaluation is a process activity, it needs to be done continuously from the preparation, implementation process, to the results achieved.

f. Revise each step as necessary. Learning is a time-consuming process. Therefore, in each part of the activity if necessary, revisions are made to achieve optimal results.

The above components are a system carried out by MTs Negeri Parepare in creating quality learning in each field of study or subject, especially in English language education subjects in order to create good quality.

CHAPTER V
CLOSING

A.   Conclusion

Based on the analysis that has been described in this thesis, which is discussed about "the relevance of learning planning to the implementation of learning English education subjects at MTs Negeri Parepare", the following conclusions can be drawn:

1.   In preparing lesson plans at MTs Negeri Parepare school, teachers make the syllabus a reference in making lesson plans. The lesson plan is a teacher's guide when the teaching and learning process takes place. Before the teaching process the teacher makes an implementation plan in advance so that all material is delivered according to the specified time. Meanwhile, the implementation of learning English education subjects at MTs Negeri Parepare is divided into three, namely initial activities, core activities, and final activities.

2.   The relevance of lesson planning to the implementation of learning English education subjects at MTs Negeri Parepare, the internal relevance of all components contained in the lesson plans of English education subjects with the subject matter of adverbial phrases: in the end, happily ever after can be concluded that all components in the lesson plans of adverbial phrases: in the end, happily ever after are interrelated or have internal relevance.

While the external relevance in classroom learning activities is as follows: the material presented in class is relevant to that in the lesson plan, the time allocation used is relevant to that planned in the lesson plan, the media and learning resources used are relevant to that planned in the lesson plan, the

assessment taken is relevant to that planned in the lesson plan, this is in accordance with the results of classroom observations during the learning process.

B. Suggestion

The suggestions that the researcher wants to give, are nothing but just giving a little input which is of course in the hope that the implementation of English education learning is even better. Hopefully the suggestions below are useful for the relevance of planning to the implementation of learning English education subjects at MTs Negeri Parepare. The following suggestions are conveyed by the researcher to:

1. The principal as a leader is a person who has the authority to make adjustments and innovations in his school. Therefore, in improving the quality of schools and the ability of students through improving the professionalism of teachers first, because teachers are people who are directly related to the implementation of learning in the classroom.

2. English teachers further improve their professionalism by attending more workshops and trainings on making lesson plans and using learning media.

3. Students should maintain their enthusiasm in attending class and apply the lessons learned during class in their daily lives.

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APPENDICES

Appendix 01 : Instrumen

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

PEDOMAN OBSERVASI

No	Pengamatan	Ya	Tidak	Ket.
1.	Guru memberi Orientasi dengan cara : a. Melakukan pembukaan dengan salam pembuka b. Memeriksa kehadiran peserta didik c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran			
2.	Guru memberi Apersepsi dengan cara : a. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik b. Mengingatkan kembali materi prasyarat dengan bertanya c. Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilaksanakan			
3.	Guru memberi Motivasi dengan cara : a. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari b. Menyampaikan tujuan pembelajaran pada pertemuan yang berlansung c. Mengajukan pertanyaan			
4.	Guru memberi Acuan dengan cara : a. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu b. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator dan KKM pada pertemuan yang berlansung c. Pembagian kelompok belajar d. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran			

II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

5.	Peserta didik dibentuk dalam beberapa kelompok untuk : a. Mendiskusikan materi pelajaran b. Mengumpulkan informasi tentang materi pelajaran c. Memperesentasikan ulang materi pelajaran d. Saling tukar informasi tentang materi pelajaran			
6.	Peserta didik membuat resume dengan bimbingan guru tentang point-point penting dari materi pelajaran yang muncul dalam kegiatan pembelajaran			
7.	Guru memeriksa pekerjaan peserta didik yang selesai			
8.	Guru memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik			
9.	Guru mengagendakan pekerjaan rumah untuk materi pelajaran yang baru dilakukan			
10.	Guru mengagendakan materi atau tugas projek/produk/protofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya			

Parepare, 22th April 2024

Mengetahui,

Consultant

Dr. Zulfah, M.Pd.
19830420 200801 2 010

Co. Consultant

Dr. Mujahidah, M.Pd.
19790412 200801 2 020

Appendix 02 : Analysis Results

Day 1

PEDOMAN OBSERVASI

No	Pengamatan	Ya	Tidak	Ket.
1.	Guru memberi Orientasi dengan cara : a. Melakukan pembukaan dengan salam pembuka b. Memeriksa kehadiran peserta didik c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran	✓		
2.	Guru memberi Apersepsi dengan cara : a. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik b. Mengingatkan kembali materi prasyarat dengan bertanya c. Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilaksanakan	✓		
3.	Guru memberi Motivasi dengan cara : a. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari b. Menyampaikan tujuan pembelajaran pada pertemuan yang berlansung c. Mengajukan pertanyaan	✓		
4.	Guru memberi Acuan dengan cara : a. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu b. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator dan KKM pada pertemuan yang berlansung c. Pembagian kelompok belajar d. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran	✓		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

5.	Peserta didik dibentuk dalam beberapa kelompok untuk : a. Mendiskusikan materi pelajaran b. Mengumpulkan informasi tentang materi pelajaran c. Memperesentasikan ulang materi pelajaran d. Saling tukar informasi tentang materi pelajaran	✓		
6.	Peserta didik membuat resume dengan bimbingan guru tentang point-point penting dari materi pelajaran yang muncul dalam kegiatan pembelajaran	✓		
7.	Guru memeriksa pekerjaan peserta didik yang selesai	✓		
8.	Guru memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik	✓		
9.	Guru mengagendakan pekerjaan rumah untuk materi pelajaran yang baru dilakukan	✓		
10.	Guru mengagendakan materi atau tugas projek/produk/protofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya			✓

Parepare, 22th April 2024

Mengetahui,

Consultant

Dr. Zulfah, M.Pd.
19830420 200801 2 010

Co. Consultant

Dr. Mujahidah, M.Pd.
19790412 200801 2 020

Day 2 :

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail.7@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

PEDOMAN OBSERVASI

No	Pengamatan	Ya	Tidak	Ket.
1.	Guru memberi Orientasi dengan cara :			
	a. Melakukan pembukaan dengan salam pembuka	✓		
	b. Memeriksa kehadiran peserta didik			
	c. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran			
2.	Guru memberi Apersepsi dengan cara :			
	a. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik	✓		
	b. Mengingatkan kembali materi prasyarat dengan bertanya			
	c. Mengajukan pertanyaan yang berkaitan dengan pelajaran yang akan dilaksanakan			
3.	Guru memberi Motivasi dengan cara :			
	a. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari	✓		
	b. Menyampaikan tujuan pembelajaran pada pertemuan yang berlansung			
	c. Mengajukan pertanyaan			
4.	Guru memberi Acuan dengan cara :			
	a. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu			
	b. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator dan KKM pada pertemuan yang berlansung	✓		
	c. Pembagian kelompok belajar			
	d. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran			

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH
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PO Box909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

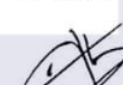|				
5.	Peserta didik dibentuk dalam beberapa kelompok untuk : a. Mendiskusikan materi pelajaran b. Mengumpulkan informasi tentang materi pelajaran c. Memperesentasikan ulang materi pelajaran d. Saling tukar informasi tentang materi pelajaran	✓		
6.	Peserta didik membuat resume dengan bimbingan guru tentang point-point penting dari materi pelajaran yang muncul dalam kegiatan pembelajaran	✓		
7.	Guru memeriksa pekerjaan peserta didik yang selesai	✓		
8.	Guru memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik	✓		
9.	Guru mengagendakan pekerjaan rumah untuk materi pelajaran yang baru dilakukan	✓		
10.	Guru mengagendakan materi atau tugas projek/produk/protofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya	✓		

Parepare, 22th April 2024

Mengetahui,

Consultant   Co. Consultant

Dr. Zulfah, M.Pd.   Dr. Mujahidah, M.Pd.
19830420 200801 2 010   19790412 200801 2 020

Appendix 03 : Documentation

Appendix 04 : Administration Letter

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1412 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemenntah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Koputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;
Kesatu	:	Menunjuk saudara: 1. Dr. Zulfah, M.Pd. 2. Mujahidah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nasrul Haq Baharuddin
NIM	:	17.1300.136
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Relevance Of Lesson Plan With The Implementation Of English Lesson At MTs N Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 28 Maret 2023

Zulfah, M.Pd
NIP. 19800420 200801 2 010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mall.iainpare.ac.id

Nomor   : B-1542/In.39/FTAR.01/PP.00.9/05/2024   15 Mei 2024
Sifat   : Biasa
Lampiran : -
H a l   : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
   KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	NASRUL HAQ BAHARUDDIN
Tempat/Tgl. Lahir	:	PAREPARE, 11 Oktober 1999
NIM	:	17.1300.136
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	XIV (Empat Belas)
Alamat	:	JL. BERINGIN DEA, DESA SIPODECENG, KEC. BARANTI

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

THE RELEVANCE OF TEACHER LESSON PLAN AND ENGLISH LEARNING MATERIALS AT MTs NEGERI PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 15 Mei 2024 sampai dengan tanggal 28 Juni 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

SRN IP0000336

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 337/IP/DPM-PTSP/5/2024

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA **MENGIZINKAN**

NAMA : **NASRUL HAQ BAHARUDDIN**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **TADRIS BAHASA INGGRIS**
ALAMAT : **JL. ABU BAKAR LAMBOGO NO. 48 PAREPARE**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE RELEVANCE OF TEACHER LESSON PLAN AND ENGLISH LEARNING MATERIALS AT MTs NEGERI PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA PAREPARE (MTs NEGERI PAREPARE)**

LAMA PENELITIAN : **17 Mei 2024 s.d 17 Juni 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **21 Mei 2024**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keaslannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH TSANAWIYAH NEGERI KOTA PAREPARE
Jalan Jenderal Ahmad Yani Km. 2 Parepare
Telepon (0421) 21800; Faksimili (0421) 21800
Website : www.mtsnegeriparepare.sch.id ; Email : tu@mtsnegeriparepare.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : B-355/Mts.21.16.01/TL.00/07/2024

Yang bertanda tangan dibawah ini :

Nama	: Rusman Madina, S.Ag., MA.
N I P	: 19770417 200710 1 004
Pangkat/Gol.	: Pembina, IV/a
Jabatan	: Kepala Madrasah Tsanawiyah Negeri Kota Parepare

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama	: **NASRUL HAQ BAHARUDDIN**
NIM	: 17.1300.136
Jurusan	: Tadris Bahasa Inggris
Fakulatas	: Tarbiyah
Lembaga	: Institut Agama Islam Negeri (IAIN) Parepare
Alamat	: Jl. Abu Bakar Lambogo no.48 Parepare

Benar telah melakukan penelitian di Madrasah Tsanawiyah Negeri (MTsN) Kota Parepare berdasarkan Surat Rekomendasi Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare Nomor : 337/IP/DPM-PTSP/5/2024 tanggal 21 Mei 2024 dengan judul penelitian **"The Relevance Of Teacher Lesson Plan And English Learning Materials At MTs. Negeri Parepare".**

Demikian Surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 16 Juli 2024
Kepala MTsN Kota Parepare,

Rusman Madina

Appendix 05 : Curriculum Vitae

CURRICULUM VITAE

My name is Nasrul Haq Baharuddin. I was born on October 11, 1999, in Ujung Lare Village, Soreang Subdistrict, Parepare City. I have fourteen siblings, and I am the twelfth of fourteen children. I attended SD Negeri 47 Parepare for primary education and graduated in 2011. After completing my primary education, I continued my education to Salafiyah Malikiyah As'adiyah Belawa Islamic Boarding School and graduated in 2014. Then, I continued my education to MAN Wajo and graduated in 2017 and continued my studies at the Faculty of Tarbiyah IAIN Parepare and completed my studies with the title "The Relevance of Teacher Lesson Plan and English Learning Materials at MTs Negeri Parepare".