

**THE ASSESMENT OF ENGLISH LANGUAGE TEACHING
IN MERDEKA CURRICULUM
AT JUNIOR HIGH SCHOOL AT REJANG LEBONG**

THESIS

This thesis is submitted to fulfill
the requirement for 'sarjana' degree
in English Language Education



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THE FACULTY OF TARBIYAH
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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalamu 'alaikum, Warahmatullahi Wabarakatuh

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PREFACE

All praises be to Allah Subhanawata'allah that the writer had finally finished writing her thesis entitled **The Assessment of English Language Teaching in Merdeka Curriculum at Junior High School at Rejang Lebong**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for this thesis.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, November 2023

Writer



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MOTTO

*"Jika kau tak mau merasakan beratnya perjuangan
Jangan pernah memimpikan indahnya kesuksesan."*

*"Keberhasilan bukan milik org yg pintar, keberhasilan
adalah kepunyaan mereka yang senantiasa berusaha . "*

- b.j Habibi

*Do something today that your future self will thank for, Im
going to make myself proud.*

Through patience, great things are accomplished.

- Imam Ali (AS)

DEDICATION

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I dedicate this thesis to:

- ☺ IAIN Curup.
- ☺ I dedicate this thesis entirely to two great people in my life, my father (Ibnul Arabi) and my mother (Mirhayati). Both of them made everything possible so that I could finish this thesis. Thank you for all the sacrifices, advice and all the prayers that you never stop giving me. This achievement is my special offering to my father and mother.
- ☺ My sister Faizah Fadhila I dedicated this thesis to you. So you are proud to have sister like me.
- ☺ Family from Lebong that always give me spirit.
- ☺ Mrs. Jumatul Hidayah M.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
- ☺ Mr. Dr. Prihantoro, M. Pd as my academic supervisor and advisor in writing this thesis, who has provided time, correction, advice and support as well as motivation in completing this thesis with good results.
- ☺ All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.

- ☺ My beloved friends especially my partner in completing this thesis are Elzi Azmita, Jela Anjela, Rada Opelia and Sintia Marsita. Our struggles and efforts have finally arrived despite many tears ☺ to get to this point. Thank you so much "A" Class 2019, who are always together from the beginning of the semester to the end. My English Tadris Program 2019 squad, thank you for nice cooperation. Thank you for KKN and PPL squad that always supporting me. And all the people around me that always inspire me, everyone who always support me that I cannot mention all of them, may Allah give them the best replayed.
- ☺ Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive, I wanna thank me for trying to do more right than wrong. I wanna thank me for just being me at all the times.

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Alhamdulillah Rabbil 'Aalamiin, All praises be to Allah SWT the almighty for his abundance of mercy, guidance, and compassion and his guidance towards the right path, finally the writer was able to finish writing this thesis. prayer and salution do not forget we send it to the prophet Muhammad and his family and friends, thanks to him at this time we are in an age full of knowladge.

As for this thesis the author collected in order to qualify to obtain bachelor's Degree (S.1) at the State Islamic Institute (IAIN) Curup, Tarbiyah Faculty and Educational Sciences, Tadris English Study Program. In compling this thesis the author gets a lot of guidance and suggestions from various parties, so that the preparation of this thesis can be resolved, therefore on this occasion the author would like to honorable :

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.
2. Prof. Dr. Hamengkubowono, M.Pd, as the dean of faculty of Tarbiyah and teachers training.
3. Jumatul Hidayah, M.Pd, the head of the English Language Education Department of IAIN Curup and as my advisor in writing this thesis, by providing kindness of time, corrections, suggestions and support in completing this final project with good results.

4. Dr.Prihantoro, SS., M.Pd as a Co-Advisor always give suggestion for writing this thesis.
5. Sarwo Edy, M.Pd, secretary of the English Education Department at IAIN Curup.
6. All Lectures who have been teaching for learning for learning in bench lectures at the State Islamic Institute (IAIN) Curup.

In this case the author cannot do anything to return the favor, in addition to praying that we pray in our protection, and hopefully this thesis can be useful for all of us. Aamiin.

Curup, November 2023

Writer

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ABSTRACT

DHEA MIZELA, 2023

:The Assessment of English Language Teaching in Merdeka Curriculum at Junior High School at Rejang Lebong

Advisor

: Dr. Prihantoro, SS., M.Pd

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The objective of this research was 1) To investigate type of assessment of English in Merdeka Curriculum for English Subject at Junior High School Rajang Lebong. 2) To Investigate the teachers implement the assessment of English subject in Merdeka Curriculu. The type of this research is qualitative design. The subject was 4 of English teachers. The technique of data collecting was observation and interview. Then, analysis data technique by data collection, data reduction, data display, and conclusion. The result show that 1) Formative, summative and diagnostic (just one teacher). 2) The teachers implement the assessment of English subject in Merdeka Curriculum First, Formative assessment was following: Teacher applied the exercise toward the English subject after the learning process finished. To access about it, teacher used some type of assessing students' understanding toward the material was taught. Such as exercise based android, performance like speech, debate and other, e homework was given base on students' paper work (LKS) and sometime in project form. The project form was divided in to techniques like individual and group. Additionally, teacher used project task format to assess the students understanding. Next, teacher follow up on Formative assessment to provide treatment based on students' needs and improvement of the learning process. For example teacher need correct the students task kinds of written task and performance. Sometime in exercise we used peer correction in classroom. Then, in performance teacher gave some suggestion toward that task but in the project task gave some suggestions. Teacher used various techniques such as observation, performance (performance, product, project, portfolio), and tests in formative assessments. such as speech contest, debate, and other type performance. In spite of we used project assessment. Second, Summative carried out at the end of the scope of material to measure the competencies desired in learning objectives and at the end of the semester. In summative assessment was applied on test format. Where in that test cover the entirety of the material in one semester. It was done be in congruity with other school at Rejang Lebong sorts of semester and UAS yet know was be changed on US or Ujian Sekolah. Third, Diagnostic Assessment Just teacher at SMPN 2 Rejang Lebong has been implement it. Although it is not all of element or indicators of diagnostic element

Key Words: Assessing, Merdeka Curriculum, and Teaching/learning

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CHAPTER I

INTRODUCTION

A. Background of the research

Assessment is the demonstration judging or choosing the sum, worth, quality or significance of something, or the judgment or choice that is made. O'Farrell makes sense of that evaluation can be characterized as the deliberate and continuous strategy for get-together, examining and utilizing data from estimated results to further develop understudy learning as far as information obtained, understanding created, and abilities and capabilities acquired appraisal is a general term for a wide range of measures used to assess understudy progress so appraisal and testing ought to be separate.¹ Assessment in learning means a process to determine student achievement of the learning that has been done. Conceptually, the assessment is related to the concept of assessment and evaluation. Assessment is the process of embedding attributes in the form of numbers or letters to represent the level of achievement.

The important of assessment as instrument for deciding capacities and hardships around then and distinguishing what is truly required for learning. In view of the consequences of the evaluation, the teacher can plan a learning program that fits the understudies' world. Assessment is as the process of gathering data in a variety of formats for use in making decisions about students'

¹ O'Farrell, C. (2002). *Enhancing student learning through assessment*. Dublin: Irelandia, Dublin Institute of Technology, P. 23

education, including those pertaining to the curriculum, study programs, school climate, and school policies. The consequences of the evaluation likewise act as an aide for teacher. Then, it way to acquire information or data from growing experiences and results to test how well the presentation of understudies, classes, courses or projects is connected with specific learning targets, rules or accomplishments. Subsequent to getting the assessment results, an assessment interaction is completed.

Additionally, As Suyanto Kusumaryono in Mohammed Yamin said the concept of the pattern of implementing Merdeka Learning was initiated by Nadiem Makarim could pull several points including: First, the concept, of Merdeka Curriculum is an answer to the problem faced by the teacher in practice education. Second, teachers have reduced the load in carrying out their profession, through the freedom is independent for assessing students' learning with various types and form instrument evaluation, independent from making administration burdensome, and independent from various pressure intimidation, criminalization, or politicizing teachers. Third, as a guide for determining more the obstacles faced by teachers in learning duties at school. Fourth, the teacher is a guard for making students' best qualities. Teachers can design rooms and activities at the classroom based on their needs.²

For the implementation of Merdeka Curriculum it has concerning toward

² Muhammad Yamin & Syahrir , "Pembangunan Pendidikan Merdeka Belajar (Telaah metode Pembelajaran)", Jurnal ilmiah mandala Education, Vol 6. No.1. April 2020, (Online), h.167, [hppt://ejournal.mandalanursa.org/index.php/JIME/index](http://ejournal.mandalanursa.org/index.php/JIME/index). (dialses, 6 Pebruari 2021)

English Language teaching. In the assessment process of English, the learning activity must be supported by an appropriate learning method. Learning methods are appropriate if the teacher wants to implement assessment in the teaching and learning activity. Project-based learning, problem-based learning, and discovery-based learning are the kinds of learning methods. Those learning methods are suitable to be used because providing learning activities in line with the demands of the Merdeka curriculum. In addition to the implementation of some assessment, the realization of the Merdeka curriculum implementation can be seen through the project-based learning process. The implementation of authentic assessment also enhances problem-solving, communication, and collaboration ability.

There some different both of curriculums. Such as in curriculum of 2013, only intra-curricular learning is prioritized, with 50% of curricular activities occurring outside of face-to-face time. In contrast, intra-curricular learning accounts for between 70 and 80 percent of class time in the Merdeka curriculum, while curricular learning accounts for 20 percent (project). The 2013 curriculum showing gadget, specifically course readings and non-distress and showing materials created. In the Merdeka curriculum utilizes reading material and non-context, instances of showing modules, goals, instances of undertakings reinforcing Pancasila understudy profiles and instances of

functional educational program of schooling units.³ From that statement, it can be said that has different of 2013 curriculum and merdeka curriculum. Automatically, it had some different in assessing students.

According to I Gede Suditha there are three type of assessing the students achieving in learning in merdeka curriculum. For example formative, summative and diagnostic assessment.⁴ Those assessment are integration in implementation of merdeka curriculum. It should be implement on all of learning subject.

Based on the interview to Rezza Pakhlevie, S.H., MM as a kadis of Dinas pendidikan Rejang Lebong. He said that in Rejang Lebong there were 56 unit of Junior high school level. The first level of implememntaion of merdeka curriculum since of 2021 academic years. They are SMPN 4 Rejang Lebong, SMPN 44 Rejang Lebong, SMPN 7 Rejang Lebong, and SMPN 2 Rejang Lebong. the second level was SMPN 6, SMP Khairul Ummah,. They are get the payment by the government program (all of them as sekolah pengerak program). Next, there were also they on independent SPMP Xaverius, and SMPN 45 Rejang Lebong. then, in this academic year, there are 54 of Junior

³ Kemdikbudristek, *Panduan Pembelajaran Dan Asesmen, Pendidikan Anak Usia Dini, Pendidikan Dasar, Dan Menengah*, Badan Standar, Kurikulum Dan Asesmen Pendidikan, (Jakarta: Kemendikbustekriset, 2022), p. 15

⁴ I Gede Sudirtha, *Asesmen Pembelajaran Paradigma Baru Di Era Merdeka Belajar*, Program Studi Pendidikan Kesejahteraan Keluarga. Fakultas Teknik dan Kejuruan Universitas Pendidikan Ganesha., 2022), p. 32-25

high school levels had been being implement merdeka curriculum, just 2 junior high school were not yet implement it. It was caused by some administration obstacles.⁵

In line with the statement above, based on the pra observation in Rejang Lebong Regency, for junior high school level just some schools have applied merdeka belajar or Merdeka curriculum policy. They are SMPN 4 Rejang Lebong, SMPN 2 Rajang Lebong. Based on interview to teachers, in teaching English for merdeka curriculum implement six skills of English subject, it makes it different with curriculum before. For automatically for make sure that goal of teaching are fulfill or not, teacher used assessment.⁶

Teacher at SMPN 2 Rajang Lebong state that in learning English providing engaged students on six English skills. In this curriculum need special assessment for make sure teaching and learning process are success.⁷ The teacher at SMPN 4 Rajang Lebong state that English learning used learning used more skill that 2013 curriculum. In this curriculum use 6 skills on English subject such as Listening, Reading, Viewing/observing, Speaking, Writing and presenting.⁸

Teacher at SMPN 44 Rejang Lebong still used old assessment to assess

⁵ Rezza Pakhlevie, S.H., MM as a kadis of Dinas pendidikan Rejang Lebong, interview at 18 Desember 2023

⁶ English Teacher at SMPN 1 Rejang Lebong 23 November 2022

⁷ English Teacher at SMPN 3 Rejang Lebong 28 November 2022

⁸ English Teacher at SMPN 4 Rejang Lebong 29 November 2022

students understanding in English subject.⁹ In SMPN 7 Rejang Lebong also state that they can not all used all of the element in teaching English in Merdeka Curriculum.¹⁰

Based on the information above so research determine SMPN 2 and SMPN 4 Rejang Lebong as a research location. They were having implement merdeka curriculum since 2021. Automatically they have used some elements of merdeka curriculum assessments. As be known that, assessment in merdeka Curriculum was important. Accordiing to I Gede Sudratha in merdeka Curriculum, assessments can help students find out their interests and talents so they can choose appropriate subjects. For example, students who have an inclination in the field of social sciences can take an assessment test to determine their abilities in that field. The results of this assessment can help students choose subjects that suit their interests and talents.¹¹

From that fact researcher will investigate about **“The Assessments of English Language Teaching in Merdeka Curriculum at Junior High School Rajang Lebong”**

B. Research question

⁹ English Teacher at SMPN 44 Rejang Lebong 30 November 2022

¹⁰ English Teacher at SMPN 4 Rejang Lebong 29 November 2022

¹¹ I Gede Sudirtha, *Asesmen Pembelajaran Paradigma Baru Di Era Merdeka Belajar*, Program Studi Pendidikan Kesejahteraan Keluarga. Fakultas Teknik dan Kejuruan Universitas Pendidikan Ganesha., 2022), p. 32-25

From the description from the background above, below are the research questions are formulated:

1. What are the types of assessment of English in Merdeka Curriculum for English Subject at Junior High School Rajang Lebong?
2. How do the teachers implement the assessment of English subject in Merdeka Curriculum?

C. Objective of the Research

The objectives of the research are to

1. To investigate type of assessment of English in Merdeka Curriculum for English Subject at Junior High School Rajang Lebong
2. To Investigate the teachers implement the assessment of English subject in Merdeka Curriculum

D. Significance of The research

The study expected to give positive contribution to the area of English Language Teaching it provide

1. Theoretically

As base for knowing how pattern application independent study on education of English could increase power creativity students at Rajang Lebong Regency

2. Practical

The practical use of research is as additional information for parties

which need. It is expected could add insight and broaden knowledge related to implementation for increasing the power of creativity in learning English on new curriculum.

E. Delimitation of the Research

Researcher has delimited this research focused on implementation of merdeka Curriculum on Junior High School level at Rajang Lebong. The implementation focus assessment of teaching English at Merdeka Curriculum

F. Definition of Keys Term

1. Assessments

Assessment is any process that provides information about the thinking, achievement or progress of students. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.¹² In this research, assessment means a process will be done to get information about students' progress in learning English at junior High school.

2. Merdeka curriculum

According to Nadim Makarim Merdeka was developed as a more flexible curriculum framework, while focusing on essential material and developing

¹² Nasab. G., F. (2015). Alternative versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*. 2(6) 165-178. Retrieved from <http://www.jallr.ir>.

the character and competencies of students.¹³ In this research, Merdeka Curriculum is Merdeka belajar which applied by junior high school level in Rejang Lebong.

3. Teaching

In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. Learn more in: From Broadcasting to Transforming: The Social Construction of Knowledge for Understanding Lawfulness.¹⁴ In this research, teaching refers to sharing experience or knowledge for Merdeka Curriculum of English Subject

¹³ Nadim Makrim, Kemendikbustek, Kurikulum merdeka <https://smpn1modayagbarat.sch.id/read/11/kurikulum-merdeka-dan-implementasinya>

¹⁴ Trianto, *Model Pembelajaran Terpadu*, (Jakarta: Bumu Aksara:2010), p. 16

CHAPTER II

LITERTURE REVIEW

A. Theory Literature Review

1. Assessment

There are some definitions of assessment that have been formulated by scholars. The first definition mention that assessment is the act judging or deciding the amount, value, quality or importance of something, or the judgment or decision that is made. It can be defined as the systematic and ongoing method of gathering, analyzing and using information from measured outcomes to improve student learning in terms of knowledge acquired, understanding developed, and skills and competencies gained. Although “testing” and “assessment” are often used interchangeably, assessment is a general term for all types of measures used to evaluate student progress so that assessment and testing should be set apart.¹

The second definition mentions that assessment is an informal gathering of information about the students' *state-of-the-art* knowledge through various ways of collecting information at various times and in

¹ O'farrel, C. (2002). *Enhancing student learning through assessment*. Dublin:Irlandia, Dublin Institute of Technology, P. 23

different contexts. Testing, however, is formal and standardized and offers students scoring on the tasks they have performed.¹

From the statement above can be said that systematic and ongoing process of gathering, analyzing, and utilizing data from measured outcomes to enhance student learning in terms of acquired knowledge, developed understanding, and acquired skills and competencies is referred to as assessment. It is as a casual social affair of data about the understudies' best in class information through different approaches to gathering data at different times and in various settings.

2. The Role of Assessment

There are some roles of assessment have been formulated by scholars. The first, Rust argued that assessment plays a crucial role in the education process. It determines much of students works undertake, their affects approach to learning and, it can be argued an indication of which aspects of the course are valued most highly.² The second, Frank holds that “it should be seen as a means to help them guide students on their road to learning”.³ The third O’Farrell states that the role of assessment is as follows:

- 1) To determine the intended learning outcomes of the course are being

¹ Nasab, G., F. (2015). Alternative versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*. 2(6) 165-178. Retrieved from <http://www.jallr.ir>.

² Rust, C. (2002). *Purposes and Principles of Assessment*. Retrieved from: https://www.brookes.ac.uk/services/.../p_p_assessment.pdf, p. 2

³ Frank, J. (2012). *The Roles of Assessment in Language Teaching*. Retrieved from: <http://files.eric.ed.gov/>, p. 32

achieved.

- 2) To provide feedback to students on their learning, enabling them to improve their performance.
- 3) To motivate students to undertake appropriate work.
- 4) To support and guide learning.
- 5) To describe student attainment, informing decisions on progression and awards.
- 6) To demonstrate that appropriate standards are being maintained.
- 7) To evaluate the effectiveness of teaching.⁴

From some opinion above, it can be said that the assessment role in the schooling system decides a significant part of the understudies work embrace, influences their way to deal with learning and, it tends to be contended parts of the course are esteemed most profoundly. It ought to be viewed as a way to assist them with directing understudies on their street to learning. There are some finished rule, for example, it decide result, criticism, give inspired to understudies, directing of growing experience, to show that fitting principles are being kept up with, and to assess the adequacy of instructing.

⁴ O'Farrel, *Op.Cit.*, p. 3

3. Type of Assessment in Merdeka Curriculum

There are two assessments used in the Merdeka Curriculum, namely formative and summative assessments. The following is a further explanation of the some types of Merdeka Curriculum assessment.

1) Formative Assessment

The learning process carried out by the teacher to students needs an assessment or assessment. The assessment method was used to assess students' understanding, learning needs, and progress in the learning process. Formative assessment was an assessment carried out with the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives. In accordance with its objectives, formative assessment can be carried out at the beginning and throughout the learning process.

Formative assessment to monitor student learning and provide regular and ongoing feedback. For students, formative assessment has aims to help students identify strengths and for development. For teachers and schools, formative assessment was intended to provide information about the challenges students face during project-based learning, so that adequate support can be provided. Formative assessment can be given by the teacher, friends or yourself.⁵

⁵ | Gede Sudirtha, *Asesmen Pembelajaran Paradigma Baru Di Era Merdeka Belajar*, Program Studi Pendidikan Kesejahteraan Keluarga. Fakultas Teknik dan Kejuruan Universitas Pendidikan Ganesha., 2022), p. 32-25

The formative assessment model in the curriculum of Merdeka Belajar was useful for educators to monitor student learning, ensure student progress, and determine student understanding. In addition to being useful for educators, the formative assessment model was also useful for students in terms of evaluating their own learning, building knowledge, identifying strengths and weaknesses, as well as improving self-efficacy.

The formative assessment process was carried out to find and interpret the evidence used by students and teachers to determine the level of students in learning and student learning strategies to achieve learning objectives appropriately. Several factors can improve learning through formative assessment, such as: 1) providing effective information or feedback for students regarding their improvement in learning activities; 2) involve students in learning activities actively and optimally; 3) organize learning activities that allow students to get good grades when conducting assessments; 4) become a motivation for students because of the large influence of the assessment of student learning outcomes; and 5) as a consideration of students' needs in assessing themselves and understanding how to improve their learning outcomes.⁶

Based on the data from the formative assessment results, educators can find out which parts of the material/competencies have been mastered and whether

⁶ Harry Yulianto, "An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar" *Technical and Vocational Education International Journal*. E-ISSN : 2721-9798. 10.556442/taveij.v2i2

there were still parts that have not been mastered properly. Next, the teacher immediately decides the action that needs to be taken, for example repeating the lesson on the part of the material that the students have not mastered well, improving the ongoing learning and/or designing the next learning activity based on the results of the formative assessment. Thus, formative assessment makes learning more quality and guarantees the achievement of learning objectives for each student. In order for formative assessment and learning to become a single unit, the formative assessment plan was made integrated with the learning plan in the teaching module. In order for the assessment to provide benefits to students and educators, there were several things that educators need to consider when designing formative assessments, including:

1. Formative assessment was not high stake. Formative assessments were designed for learning purposes and should not be used to determine report cards, promotion decisions, graduation, or other important decisions.
2. Formative assessment can use various techniques and/or instruments. An assessment was categorized as a formative assessment if the aim was to improve the quality of the learning process.⁷
3. Formative assessment was carried out simultaneously with the ongoing

⁷ | Gede Sudirtha, *Asesmen Pembelajaran Paradigma Baru DiEra Merdeka Belajar*, Program Studi Pendidikan Kesejahteraan Keluarga. Fakultas Teknik dan Kejuruan Universitas Pendidikan Ganesha., (2022), p. 32-25

learning process so that formative assessment and learning become a single unit.

4. The formative assessment can use a simple method, so that feedback on the results of the assessment can be obtained quickly.
5. The formative assessment carried out at the beginning of the lesson will provide information to educators about the readiness of students to learn. Based on this assessment, educators need to adjust/modify their learning implementation plans and/or make learning differentiations to suit the needs of students.
6. The assessment instrument used can provide information about strengths, things that still need to be improved by students and reveal ways to improve the quality of writing, work or performance that was given feedback. Thus, the assessment results were not just a number

Formative assessment can be done at the beginning of learning and during the learning process. Formative assessment at the beginning of learning, can be done through diagnostic assessments, both cognitive and non-cognitive. Meanwhile, formative assessment was carried out during teaching and learning activities, where in one face-to-face, formative assessment can be carried out more than once. For example, at the beginning of learning by using a joint response technique (choral response), where educators check students' mastery of the knowledge learned at the previous meeting. In the middle of the lesson, the teacher checks the students' understanding of what they were learning, and until the middle of the

lesson by asking questions. Furthermore, at the end of the lesson, educators can use exit slips to check students' mastery of the competencies learned until the end of the lesson

2) **Summative Assessment**

Assessment as one of the teaching and learning activities carried out to determine student learning outcomes, whether it meets learning outcomes or not. Summative assessment is an assessment that aims to assess the achievement of the Learning Objectives (TP) and/or Learning Outcomes (CP) of students, as the basis for determining grade promotion and/or graduation from the education unit. Assessment of the achievement of student learning outcomes was carried out by comparing the achievement of student learning outcomes and the criteria for achieving learning objectives.

The method of evaluation or assessment of the curriculum of Merdeka Belajar can be done by educators at the end of the lesson. Summative assessments were often highly rated because they affect students' final grades, so students were often given preference over formal assessments. Feedback from the final assessment (summary) can be used to measure student progress so as to guide teachers and schools in designing subsequent learning activities.⁸

Summative assessment can be useful for educators to help measure whether students have met learning outcomes or the extent to which students have reached the end of the learning unit, and can improve the next learning

⁸ *Ibid.*, p. 37

process. Summative assessment was also useful for students to understand performance at the end of the unit. learning, understand whether he has met the learning outcomes and final performance in the learning unit. Learning outcomes include; competence of spiritual and social attitudes, competence of skills and competence of knowledge carried out in a planned and systematic manner.

Summative assessments usually produce points or numbers that were used as material to decide students' academic performance. Summative assessment was very influential on the classification of awards at the end of the lesson. Summative assessment was used as a track record of students' overall achievement systematically and has an effect on students' academic achievement in class, grade promotion and graduation. In fact, often summative assessments also influence decisions on learning consequences for students. Summative assessment can also provide feedback to academic staff as a measure of learning success, accountability and monitoring standards of academic staff, as well as a means to motivate students.

In early childhood education, summative assessment was used to determine the developmental achievements of students and not as a result of evaluation to determine grade promotion or graduation. Summative assessment was in the form of learning outcomes reports containing reports of learning achievements and can be added with information on children's growth and development. Summative assessment can serve as: a) a measuring tool to determine the achievement of student learning outcomes in one or more learning

objectives in a certain period; b) get the achievement value of learning outcomes to be compared with the achievement criteria that have been set; and c) determine the continuation of the student learning process in the next class or level⁹

Summative assessments can be carried out after learning ends, for example at the end of a material scope (may consist of one or more learning objectives), at the end of the semester and at the end of the phase; specifically for the assessment at the end of the semester, this assessment is optional. If educators feel they still need confirmation or additional information to measure the achievement of student learning outcomes, they can conduct an assessment at the end of the semester. On the other hand, if the educator feels that the assessment data obtained for 1 semester was sufficient, then there was no need to conduct an assessment at the end of the semester. The thing that needs to be emphasized, for summative assessments, educators can use various techniques and instruments, not only in the form of tests, but can use observation and performance (practice, produce products, carry out projects, and create portfolios).

Implementation of summative assessment can be performed to the following

- 1) Summative is done on end scope material for measure the competence desired in the objective learning and at the end of

⁹Kemdikbudristek, *Panduan Pembelajaran Dan Asesmen, Pendidikan Anak Usia Dini, Pendidikan Dasar, Dan Menengah*, Badan Standar, Kurikulum Dan Asesmen Pendidikan, (Jakarta: Kemendikbustekriset, 2022)

the semester.

- 2) Teacher can use various technique like portfolio, performance (performance, product, project, portfolio), as well as tests.
- 3) Summative results can be followed up by giving feedback or do one of scope material (Stand of Competence) (consisting a number of learning objectives).¹⁰

If needed For strengthen confirmation of the achievement of learning outcomes, a summative assessment can done on end semester, focus on competence which learned during one semester intervention to students and processes learning which has done.

3) Diagnostic Assessment

Diagnostic Assessment aim for identify competence, strength, weakness students. The result used teacher as reference in plan learning according to the learning needs of students ¹¹ Stages of diagnostic assessment in learning process;

- a) To analyze student learning outcomes on reports year previously;
- b) To identify competence which will taught;
- c) To compile instrument assessment for measure competence learners;
- d) Instrument of assessment which can be used: Test written/oral and/or Skills (product, practice) and observation

¹⁰ *Ibid.*, p. 37

¹¹ Angelo, T. A. , & Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College teachers, 2nd Edition*. California: Jossey-Bass Inc, p. 81

- e) To dig up students' information about family background, motivation, interests, means and learning infrastructure, as well as other aspects as students' needed
- f) Implementation of assessment and processing results
- g) Results of diagnosis become data/information for next learning planning of achievement and characteristics learners.¹²

Indicators of Assessments

No.	Types	Indicators
1	Formative	<ul style="list-style-type: none"> a. Formative assessment is carried out simultaneously with the ongoing learning process, which is then followed up to provide treatment based on students' needs and improvement of the learning process. b. Teacher can use various techniques such as observation, performance (performance, product, project, portfolio), as well as tests. c. Follow-up can be done directly by providing feedback or conducting intervention. d. Teacher can prepare various instruments such as rubrics, anecdotal notes, and checklists to record information that occurs during the learning process.
2	Summative	<ul style="list-style-type: none"> a. Summative assessment is conducted at the end of the material scope to measure the competencies desired in the learning objectives and at the end of the semester. b. Teacher can use various techniques like portfolio, performance (performance, product, project, portfolio), as well as tests. c. Summative results can be followed up by giving feedback or doing 1 scope (Stand of Competence) of material (consisting of a number of learning objectives)

¹² | Gede Sudirtha, *Op.Cit.*, p. 40

		d. At the end of the phase, if needed to reinforce confirmation of learning outcomes, summative assessments can be conducted at the end of the semester, focusing on the competencies learned during the semester and the learning process that has been carried out.
3	Diagnostic Assessment	<ul style="list-style-type: none"> a. Analyzing student learning outcomes reports (report cards) of the previous year's students. b. Identify the competencies to be taught. c. Develop assessment instruments to measure students' competencies d. Assessment instruments that can be used include Written/oral tests, Skills (product, practice), and Observation. e. If necessary, explore student information in aspects: family background, motivation, interests, learning facilities and infrastructure, and other aspects according to the needs of students/schools. f. Implementation of Assessment and processing of results. g. The Results of diagnosis become data/information for planning learning according to the stages of achievement and characteristics of learners.

4. Merdeka Curriculum

a. The nature of Merdeka Curriculum

Based on background academic studies, empirical foundations and conceptual frameworks that wait in formulating curriculum policies and designing Merdeka Curriculum. The Merdeka Curriculum will continue to be refined based on evaluations and feedback from various parties. In line with

the evaluation process as well as periodic of revisions and updates, increasing and equalizing the quality of education can be a major challenge in a development in Indonesian education.

Concerning of that issue, the learning crisis that has been occurred exacerbated by the Covid-19 pandemic which has brought changes to Indonesian education. The intensity of learning has decreased significantly, both in terms of the number of study days in a week and the average number of study hours in a day. Various strategies are carried out by schools to be able to support teachers and students in digital learning so that it can run relatively well. Schools access the internet and adequate digital devices but are not supported by the digital skills of teachers/students through social media applications. Schools also conduct several internet networks by utilizing radio/local so they can access the internet. By conveying assignments to students, they convey to each other fellow schoolmates (mouth to mouth)¹³

The word independence in the KBBI has three meanings. namely: (1) Free (from servitude, colonialism and so), (2) No affected or released from demands, (3) Not bound, not dependent on people or certain parties, freely.¹⁴ While learning according to Sanjaya is a process mentally occur somebody causes appearance behavior changes, individual interaction with the

¹³ Departemen pendidikan Nasional, *Kamus Besar Bahasa Indonesia Pusat Bahasa*,(Jakarta: Gramedia Pustaka Utama), p. 37

¹⁴ Departemen pendidikan Nasional, *Kamus Besar Bahasa Indonesia Pusat Bahasa*,(Jakarta: Gramedia Pustaka Utama), p. 904.

environment was realized.¹⁵ Trianto stated that a general manner for head learning as a changing of individual through experience and it is not by bodily growth or development or characteristics someone from birth.¹⁶

Independent learning is a providing learning freeway opportunity and comfortable for students to learn in positive situation or calm, relaxed and happy manner without stress and pressure, taking into account the natural talent they have, without force they learn or control something knowledge outside.

b. Merdeka Curriculum Indicators

As for indicator differentiation learning as implementation of Merdeka Curriculum as follows.¹⁷

1) Creating of Pleasant Environment

Teachers create a non-stressful learning environment, create the cheerful classroom situation but meaningful which invites students to learn and work hard to achieve high learning goals. Teachers' creativity are very demanded creating of situations learning that makes students' participation feel enjoyable at classroom, and it can maintaining students' enthusiasm for learning on long learning duration. Then, it makes sure every student in the class knows the same supporting for

¹⁵ Sanjaya, Wina, *Strategi Pembelajaran berorientasi Standar Proses pendidikan*, (Jakarta: Prenada media Group, 2010), p 112

¹⁶ Trianto, *Model Pembelajaran Terpadu*, (Jakarta: Bumi Aksara:2010), p. 16

¹⁷ *Ibid.*

students in learning process. In this case, teachers are required to pay psychologically attention to students especially for them who have retardation or deficiencies, either in terms of material, personal facilities, physical and deficiencies of responsiveness terms to the lesson, all of them must be motivated to have high enthusiasm learning.

2) Clearing of Learning objectives

The objectives of Curriculum are defined in clear terms. So it's not just the teacher needs to know clearly of learning purpose, but also students must know about it. Students' can understand with the teachers' directions and it including preparation of learning material.

3) *Learning* take on students' sides

How teacher respond need students' learning participant. It means teacher differentiate learning by, expanding, adapting time to get learning maximum results. Teachers are always looking for ways how will adapt of learning planning for Fulfill the learning needs of students. For example, do they need to use different sources, different ways, and assignments and assessments?

Learning differentiate on actually learning which view that students are different and dynamic, therefore the teacher must have planning in implementation learning which notice things as following:

- 1) Curriculum learning which happen suitable by students' strength and weakness
- 2) Appropriating design of learning plans and curriculum strategies and method learning which can use for fulfill students' needs in learning.
- 3) Explaining teachers' form which support the meeting the students' needed
- 4) Reviewing and evaluating of achievement periodically.¹⁸

4) Effective Classroom Management

Teachers create procedure, routine, method which allows for flexibility but also a good structure doing different activities make the class can still on effectively. In essence, every human being is a learner, therefore, the biggest challenge for teachers are not only can provide students' knowledge, however teachers also must thinking about how to empower students to find chip of knowledge. It is not only capable doing or finishing on exam questions but also being able to pick up wisdom and meaning implied from that lesson.

One of the keys to encourage students to be independents by designing learning activities in classroom which could provide changing for students to develop their intellectual power. Because active learning

¹⁸ Marlina, "Panduan Pelaksanaan Model Pembelajaran Berdeferensiasi di Sekolah Inklusif", Departemen Pendidikan, 2019, p.4

allows students on learning independently so, it can reduce teachers' work. In the fact, it is opposite from active learning, actually requires teacher for work hard because they must prepare design procedure and good route implementation learning and in learning implementation teacher must give extra daily accompanies of learning and provide good evaluation for learning.¹⁹

5) Sustainable of Evaluation

The teacher use information obtained from formative assessment process that has been carried out, it can determine which students has pass and failed. Teacher demanded have tool for measuring fast and accurate assessment in form of applications and assessment methods which can rejuvenate and it makes teachers more creative.

The elements trees which need be attended in learning differentiated are:

- 1) Accelerating of learning Material
- 2) Understanding which more compounds of generalization, principle, theory and structure from field material.
- 3) Working with draft and process thinking which abstract.
- 4) Level and type of references or source which used for obtain

¹⁹ Najelaa Shihab dan Komunitas Guru Belajar, "*Merdeka Belajar di Ruang Kelas*", (Lentera Hati: Tangerang, 2017), h. 126.

information and Skills.

- 5) Timing for duty learning can be accelerated and time for deepening on a topic or fields any longer.
- 6) Creating information and new product.
- 7) Transferring of learning to other aspects with more challenging
- 8) Developing from personal growth attitude, feeling and appreciation.
- 9) Independence in thinking and learning.²⁰

Concerning to students for paying attention, strengthen and needs focus on differentiation learning attention. The teacher must accommodate learning needs, students pay attention and give action to fulfill students' needs, teachers must view of various learning perspectives, always find out about differences of his students both from talent, economic background, status social, and soon. Parent's education and their respond to learning based on students' differences. Teachers understand students continuously build students' awareness, strengthen and weakness, observe, evaluate readiness, interest and learning preference. When teacher keep going study about students so learning will be professional, efficient, and effectiveness can be realized.²¹

²⁰ *Ibid.*

²¹ *Ibid.*

The purpose of merdeka Curriculum is:

1) Helping students in learning

In order for teachers can increase and build awareness toward their ability, sometimes there are students who have not passion and do feel not confident in learning because they feel himself have limitations such as economic, physical, intelligence and all of them are not as obstacles for achieving problem and goal of learning achievable by all students.

2) Upgrading students' Motivation and achievement

For students to obtain learning outcomes in accordance with the difficulty material level are given by the teacher. If students are taught based on ability so learning motivation will increase. In teaching students' abilities and material providing with the appropriate difficulty level of their abilities.

3) Establishing a Harmonious Relationship Between Teachers and Students

Learning differentiate will increase good relation between teacher and students because the teacher is required always pay attention, observe and fulfill students needs when they taught, shut up teacher must create approach and find out the cause of inactivity. When they are not present in class the teacher must quickly look for information on his absence. If the teacher establishes a good relationship with all

student. Students will spirit for learning because which have backwardness and deprivation do not feel pressured they believe that teachers understand the drawbacks.

4) Helping students will Independent in learning

If students learning independently implement based their abilities when teacher though in class and they usually used to value diversity. Smart students are not underestimate other students, they voluntarily share their knowledge and stay continue discussing material at a higher level, students who still do not understand the material still entitled to guidance and will try to catch up

5) Upgrading Teachers' Satisfaction

If teachers apply learning differentiate, teacher feel challenged for developing their ability in teaching will be creatively because in differentiation learning, teachers are required to find all students' needs with different types of learning styles (additive, visual and kinesthetic). It different in one time. Teachers create procedure, routine, method which flexibility possible, but it is supported clear structure, so even though it is possible to do different activity, class could be on effective²²

²² Marlina, *"Panduan Pelaksanaan Model Pembelajaran Berdiferensiasi di Sekolah Inklusif"* Jakarta: 2019, p.8

c. English Language on Merdeka Curriculum

English language is one language which dominant used in a manner global in education, business, trading, knowledge, law, tourist, International connection, health and technology aspects. Learning English gives learners opportunity to different cultural background. By English language students will have greater opportunity to interact with various texts. From the interaction their language or knowledge, learning various skills and behavior.

Learning English language give students ability to get access for world outside and understanding method think on differently. Their understanding for knowledge social-cultural and interact cultural could upgrade their ability in critical thinking. By understanding other culture which deeply in Indonesia culture, identify the straighten identify himself and different value

Phase D, it is generally for class VII, VIII and IX (SMP/MTS or Package B), in this phase students used text oral writing and visual in English language to interact and communicate in context which more diverse and in the situation of formal and informal. Student could use various types of the texts such as narrative, description, procedure and special text (short message, advertisement) and other types. It becomes main point material in this phase.

Students use English language for discuses and convey desire/ felling understanding to text and develop their writing. Skills inferences stated

looked when implied the understanding of information. T. Their understanding aim and viewers when produce on the text of writing and visuals English language.²³

1. Element Listening-Speaking

By the end of phase D, students use English to interact exchange idea, experiences, interests, opinion and views with teacher, peers and others in increasing variety of familiar formal and informal contexts. It construct on some reputation and rewarding, their comprehending, pay ideas and relevant detail of discussion or presentations on a variety of general interest topics. They engage in discussion such as giving opinion, making comprehending and sate preferences. They explain and clarity their answers used basic sentence structure and verb tenses.

2. Element of Reading – Viewing /watching

In phase D, students independently read and respond to familiar and unfamiliar text content predictable structure and familiar vocabulary. They locate and evaluate play ideas and specific information in different genres. This text may be in form of print or digital text, including visual or interactive text. They identify purpose of the text.

²³ *Ibid.*, p. 9

3. Element of writing and presenting

In this phase, students communicate their idea and experience thought simply, organized paragraph, demonstrating use specific vocabulary, simple sentences structure, using models, their plan, create and presents informative, imaginative and persuasive the text in simple and compound sentences arguments.

d. English Skills at Merdeka Curriculum

1) Listening

The ability to understand information, give appreciation to the other person, and understand the information heard, so that they can convey responses in a relevant and contextual manner. The process that occurs in listening includes activities such as listening, identifying, and understanding, interpreting the sounds of language, and then understanding the meaning. Listening skills are also non-verbal communication skills that include how well a person captures the meaning (implied and explicit) of an oral presentation and understands the main and supporting ideas in the information content and the context

2) Reading.

The ability to understand, use, and reflect on text according to their goals and interests, to develop one's knowledge and potential.

3) Speaking.

Speaking is ability to understand, use, and reflect on visual texts according to their goals and interests.²⁴

4) Viewing

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

5) Writing.

The ability to convey, communicate ideas, express creativity and create in various genres of written text, in an effective and understandable way, as well as interested in readers with the right organizational structure and linguistic elements.

6) Presenting

Ability to present ideas fluently, accurately, accountably in a communicative manner through various media (visual, digital and audiovisual), and understandable to listeners. Delivery in speaking and presenting needs to be arranged and developed according to the needs or characteristics of the listeners.²⁵

²⁴ *Ibid.*, p. 10-11

²⁵ Surat Keputusan Kepala Badan Standar, Kurikulum dan Asesmen Pendidikan Kemdikbudristek Nomor: /008/H/KR/2022 tentang Capaian Pembelajaran pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka, p. 4

5. English Language Teaching

In teaching English based on syllabus at senior high school. There are productive skill (speaking and writing) and receptive skill (reading and listening) Teaching is activities in learning and teaching process. Learner listen some teacher's explanation. According to User teaching is the activity to derive culture in experience of the skill to the students. In this theory, classroom activity is focused on the teacher role. The students only listen what the teacher gives. Good students are the students who full attention, not asking just watching and listening.²⁶

Teaching is the activity in learning process engages the student to build their skill. In this case, the sort time is very important. The teacher should note if there are individual differences among the students, so that also need differences services in teaching leaning process. Teaching is the guidance of learning. Its definition shows that the active learning process is when the students following the process of learning. The teacher just guides and shows to the students how the way in learning or the teacher is just to be a facilitator.

Teaching is the guidance of learning activities: teaching is for purpose of aiding the pupil learns. In the teaching and learning process, teach should use various teaching method instead of using single method monotonously in

²⁶ User. 1988. *Menjadi guru profesional*. Bandung: Remaja Rosda Karya. p.135.

order to avoid the boredom of students.²⁷ It means that the teaching should use a variety of methods to create students who are creative because in teaching we will be faced with problems in the classroom.

In teaching material there are some problem to be concerned about in the classroom, classroom atmosphere, and technique of teaching, planning, prepared quality, the management of classroom, appropriate behavior of students, how teacher should behave, evaluation, and preferred quality of students.²⁸ So, in the learning process there are problem that will be faced by a teacher and a teacher must find ways to overcome it.

In teaching and learning process the teachers' role as a facilitator who helps students to develop their language ability. According to Martin, "there are few important elements, which need attention from the teachers. They are, follow:

- a. The teacher should use creativity to perform the lesson and suitable method
- b. The teacher should create a condition or situation class to be active
- c. The teacher should determine the appreciate theme that also suitable with the students ability in teaching and learning process with students ability in teaching and learning process

²⁷ *Ibid.*

²⁸ *Ibid.*

In implementation, various methods will be useless if the technique of using it misleading and insufficient. The teacher competences are required in choosing method. The teaching technique applied for students should make they enjoy, wheatear inside the classroom. In the other world “the technique should not make the students depressed and breaking their spirit to study down. That means, the writer concludes the method is one of communication method used between teacher and students for orderly presentation of language material in teaching and learning process. But the method could be guide, direct and create students became adult person in attitude. This teaching technique more important teaching and learning process every teacher.

There some aspect of teaching such as: From the theory above so, there are some aspect in teaching. Before teacher teach, teacher should arrange some plan such as teaching administration for example lesson plan, syllabus and soon. Then the other aspect is material, teacher should prepare the material in teaching and indicate the indicator and sub indicators of material based on the basic competence and standard competences. The next, techniques is also important in teaching. Teacher should use suitable techniques based on the teaching material and suitable with situation and condition at classroom. In spite of, media also helps teacher and students in teaching learning process. Because by using media give students get information about the material easily. The learning teaching process is not

effective if it did not show the result of the process. To get all of them teacher should do evaluation. It aims to find the weakness advantages of students' in learning, and what the next reflection toward the evaluation ongoing.

The last aspect is management; management is teachers' way to set the learning and teaching process at classroom learning. The management is very important such as in opening lesson while lesson and in closing too. It aims to set all of the element and activities in classroom.²⁹ There are things that must be prepared by a teacher before teaching where the teachers should some planning such a lesson, syllabus, teaching materials, using appropriate techniques, preparing teaching aids, shows the results during the learning process, evaluate and also management class

B. Review of The Previous Literature

Study which done Kholis Mu'amalah which title: *Learning assessment at Students in SMK 3 Purwokerto*). The results of the study show that independent learning is initiated by minister education give flavor happy in learning between teachers and students where teacher is not pressured by amount material that must be completed on the other hand students are no longer pressured because material which all must be devoured without caring that

²⁹ *Ibid.* p.54

students are human too which need entertainment relax situation and no need burdened with think about mark exam also parents do not worry will the bad grades of their child, because all child champions actually in their skills. In this research for teaching to all the students both at the cottage, on street, at the discotheque, at parlor massage and wherever it is by inviting them as friends towards goodness without exists coercion and threats with arguments and it get successful.³⁰

Dems mar Mulia, Teachers' Assessment Types in English Classroom, The purpose of this study is to find out teachers' assessment type in English language learning as a tool to measure and evaluate students' abilities. The participants of this research are teachers of cendikia Islam El-Hakim junior high school. This study proposed one research question, "what kind of assessment type do teachers use in the English Language Learning?" Assessment is an ongoing process that encompasses a much wider domain, Assessment is the essential part of tools in measuring students' abilities. The problem of this study is the using teachers' assessment types in measure the students. This study uses qualitative descriptive and the data were obtained through interview, observation and document based from 3 teachers on cendikia Islam El-Hakim junior high school. The result of the research served descriptively, regarding all

³⁰ Kholis Mu'amalah, *Merdeka belajardalam Bahasa Indris di SMK 3 Purwokerto*, dalam Jurnal Tawadhu, Vol. 4 no,1, 2020, pascasarjana IAIN Purwokerto., <https://ejournal.iaiiig.ac.id/index.php/TWD/article/view/218> (accesed on 3 January 2023)

the types of assessment except alternative that applied in their classroom, traditional assessment; multiple choice, essay, fill in the blank, short answer, etc. and alternative assessment; computer based test, portfolio, and group project. Both of these two types of assessments is needed to apply even though the result showed that the traditional one is more apply as assessment on students" than Alternative one. although the Summative and Formative assessment are often used on both assessment, formal assessment used as Traditional assessment, while Informal assessment used as Formative assessment Based on the research findings, some recommendations for the school as policy maker, the students, and the teachers are finally presented

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

The design of this research was descriptive research which presented in qualitative way. Qualitative Research was also use to uncover trends in thought and opinions, and dive deeper into the problem.¹ According to Arikunto,” descriptive research purposed to collect a particular data of interest factually and accurately.²” In this research, researcher explained the qualitative data for finding the of research question issues. By using qualitative data the researcher will investigate some type of assessment and that implementation of assessment for English subject. It used caused by description the type and implementation are used by the English teachers

B. Subject of the Research

Subject of the research or somewhat known by study population refers to people who are the focus of the research.³The subject of the research was English teachers at junior High School which implements merdeka Curriculum in Rajang

¹ Subana, *Dasar-Dasar penelitian*, (Bandung: Pustaka Setia, 2002), p. 16.

² Suharsimi Arikunto, *Procedure Penelitian Suatu pendekatan praktek*. (Jakarta: Rineka Cipta, 2002), p.108

³ Stephen D. Lapan and Mary Lynn T, Quartaroli, *Qualitative Research : An Introduction to Method and Design*, (San Francisco : Jossey-Bass, 2012), P. 83

Lebong. researcher used purposive sampling. Purposive sample were selected based on characteristics of a population and the objective of the research⁴.

In Jeff Jones, Mazda Jenkin, and Sue Lord, Muijs and Reynolds provide some criteria for teachers' good skill. The specialist did perception based of viable educator for instance an uplifting outlook; create a pleasant social and psychological environment in the classroom, and they have high goals for what students can accomplish; impart example lucidity; practice viable using time productively; utilize solid example organizing; utilize an assortment of instructing techniques; make use of and incorporate student ideas; what's more, utilize proper and fluctuated addressing.

For know the data about great instructors, researcher had interview the superintendent of that school about the English educator capability. The subject of this exploration, the English educators of, SMPN 2 Rejang Lebong there are two of English teachers on good criteria. teacher had followed merdeka curriculum training or seminar (have certificate of training/seminar).⁵ The headmaster of SMPN 4, Rejang Lebong, then stated that two English teachers in the Curup Utara district are also members of the curriculum merdeka community and possess excellent teaching performance. From those opinion researcher had decided 4 English teachers as an subject in this research. In this research there is some consideration for choosing research subject such as senior teacher

⁴ Altman DG, *Practical Statistic for Research*, (London: Chapman & Hall, 1991), P. 76

⁵ Interview to headmaster of SMPN 2Rejang Lebong

implementation Merdeka curriculum. They are chosen because of they have good teachers criteria and good skill in learning.⁶ Based on that consideration there were 4 English teachers used as a subject of the research

C. Technique for Collecting Data

To collect the data in this research, the researcher through the following strategies for collecting data, as follows

1. Observation

In this research used direct observation in participant type. According to Catherine Dawson in non-participant observation. It means, researcher just watching the events, situation, or activities from inside by taking part in the group to be observed but not follow that instruction or activities.⁷ In this research, researcher use observation because want to investigate some type and implementation of assessment in English Subject. In observing that issue researcher used non participant observation means researcher watching the situation and condition taken place only. It makes notice take as long as participant observation. In doing observation researcher used tools to record the observation on classroom and checklist observation.

⁶ Interview to headmaster of SMPN 2Rejang Lebong

⁷ Catherine Dawson ,*Practical Research Methods*, (United Kingdom: Oxford OX4 1RE, 2002), p.67

2. Interview

Interview was the communication through dialogue (question and answer) orally, either directly or indirectly.⁸ Researcher do interview because want to investigate and find more information about the type and implementation of assessment. It is done for each sample as gathering information from observation. In this research use interviewers have several choices about how to execute an open-ended interview; open-ended interviews aimed to get wide information.

The researcher designed the interview items, it based on the indicators which were in blueprint based on the main theory. It adopted based on I Gede Sudirtha's theory. The designing of question form and after constructing the blueprint and the written interview. Interview blue print would be validated by lecturer at IAIN Curup as a validator. The researcher chose the other lecturer at IAIN Curup teacher as professional judgment. The researcher gave the interview to her to get the comment and feedbacks about the interview which had been made. Then researcher do the revision was to evaluate interview whether there were interview or some points that should be revised

The researcher prepared to interview some questions about assessment ad way to implement the assessments in Merdeka Curriculum of English subject at Junior High School Rajang Lebong.

⁸ *ibid.*, p. 23

3. Documentation

Documentation use to complete some information about implementation of Medeka Curriculum at Junior high School at Rajang Lebong. In this research documentation refers to lesson plan (RPP), syllabus, and form of assessment used by teachers.

D. Research Instruments

Depending on the above strategies for collecting data, there are some instruments which the researcher used for collecting the data as follow:

1. Checklist of Observation

A Checklist of observation was list of thing that an observer was going to look at when observing a class. This list may have been prepared by the observer. Observation checklist did not only give an observer a structure and framework for an observation but also served as of understanding with the teachers, who may as result would be more comfortable, and get all of the classes. The researcher just wrote check (√) that balance in each subject that was observed.

The researcher designed the observation checklist items, it based on the indicators which were in blueprint based on the main theory. It adopted the I Gede Sudirtha, theories. The designing of item form and after constructing the blueprint and the written interview. Interview would be validated by professional judgment. The researcher gave the observation to

her to get the comment and feedbacks about the interview which had been made. Then researcher do the revision is to evaluate interview whether there were an interview or some points that should be revised. Below is observation checklist:

Table 3.1

Observation checklist

No.	Types	Indicators	Yes	No	Explanation
1	Formative	<ul style="list-style-type: none"> a. The implementation is on one time in process learning by followed up for treatment based on needed as well as repair learning process. b. Teacher can use various technique like observation, performance (performance, product, project, portfolio), as well as tests. c. Follow-up can be done immediately with give feedback or dointervention. d. Teacher can prepare various instruments such as rubrics, anecdotal notes, and checklists for record information that occurs during learning going on. 			
2	Summative	<ul style="list-style-type: none"> a. Summative is done on end scope material for measure the competence desired in the objective learning and at the end of the semester. b. Teacher can use various technique like portfolio, 			

		<p>performance (performance, product, project, portfolio), as well as tests.</p> <p>c. Summative results can be followed up by giving feedback or do 1 scope (Stand of Competence) of material (consisting a number of learning objectives)</p>			
3	Diagnostic Assessment	<p>a. To analyze student learning outcomes reports (report cards) year previously;</p> <p>b. To identify competence which will taught;</p> <p>c. Compile instrument assessment For measure competence learners;</p> <p>d. Instrument assessment which can be used between other: Test written/oral and/or Skills (product, practice) and observation</p> <p>e. If necessary, dig up student information in aspects: family background, motivation, interests, means and learning infrastructure, as well as other aspects as needed students/school</p> <p>f. Implementation Assessment and processing results</p> <p>g. Results of diagnosis become data/information for planning learning according to the stages of achievement and characteristics learner</p>			

2. Interview Guideline

In this research, the researcher used interview and checklist as the instrument of this research. Instrument of interview was the researcher does the interview about assessment and way to implement the assessments in Merdeka Curriculum of English subject at Junior High School Rajang Lebong. Below are interview guidelines

Table 3.2
Interview Guide

No.	Types	Indicators	Questions
1	Formative	a. The implementation is on one time in process learning by followed up for treatment based on needed as well as repair learning process. b. Teacher can use various technique like observation, performance (performance, product, project, portfolio), as well as tests. c. Follow-up can be done immediately with give feedback or dointervention. d. Teacher can prepare various instruments such as rubrics, anecdotal notes, and checklists for record information that occurs during learning going on.	1. How do carry out the learning process and then follow up to provide treatment based on the needs of students and improve the learning process? 2. How do guide students to learn by using various techniques such as observation, performance (performance, product, project, portfolio), and tests. 3. How do follow up or provide feedback? 4. How do prepare various instruments such as rubrics, anecdotal notes, checklists to record information that occurs

			during learning?
2	Summative	<p>a. Summative is done on end scope material for measure the competence desired in the objective learning and at the end of the semester.</p> <p>b. Teacher can use various technique like portfolio, performance (performance, product, project, portfolio), as well as tests.</p> <p>c. Summative results can be followed up by giving feedback or do 1 scope (Stand of Competence) of material (consisting a number of learning objectives)</p>	<p>5. Is Summative carried out at the end of the scope of material to measure the competencies desired in learning objectives and at the end of the semester? Why!</p> <p>6. How do apply the assessment of various techniques such as portfolios, performance (performance, products, projects, portfolios), and tests?</p> <p>7. Can the summative results be followed up by providing feedback or doing 1 scope of material (consisting of several learning objectives)?</p> <p>8. Can a summative assessment be carried out at the end of the semester? Why?</p>
3	Diagnostic Assessment	<p>a) To analyze student learning outcomes reports (report cards). year previously;</p> <p>b) To identify competence which will taught;</p>	<p>9. How do way to analyze student learning outcomes reports (report cards) in the previous year?</p> <p>10. How do way to identify the competencies to be</p>

		<p>c) Compile instrument assessment For measure competence learners;</p> <p>d) Instrument assessment which can be used between other: Test written/oral and/or Skills (product, practice) and observation</p> <p>e) If necessary, dig up student information in aspects: family background, motivation, interests, means and learning infrastructure, as well as other aspects as needed students/school</p> <p>f) Implementation Assessment and processing results</p> <p>g) Results of diagnosis become data/information for planning learning according to the stages of achievement and characteristics learners.</p>	<p>taught?</p> <p>11. How do arrange assessment instruments to measure student competence;</p> <p>12. What are the assessment instruments that can be used in the Merdeka curriculum?</p> <p>13. How do way to find student information?</p> <p>14. How are the assessment carried out and the results of the diagnosis processed?</p>
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E. Technique for Analysis Data

Data analysis is integral and pivotal in the qualitative study. The aim is to organize the data. It is done by arranging, putting the data in the right order, agglomerating, coding, and categorizing the data. That organization and management of the data is for discover theme and hypothesis that are finally promoted as substantial theory.

1. Organize and prepare the data for analysis. This involves transcribing interviews. Optically scanning material. Typing up observation Checklist, or sorting and arranging the data into different types depending on the sources of

information.⁹ In this research researcher do some organize and preparation for analyzing data from interview and observation which covers assessment ad way to implement the assessments in Merdeka Curriculum of English subject at Junior High School Rajang Lebong

2. Read the data.

Determining a general sense of the information and to reflect on its overall meaning or points of participant response, and some answering from interview and it also from observation result. It used caused by want to describe concrete data about type and implementation of assessment in merdeka Curriculum.

3. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term.¹⁰

4. Decription

Advance how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes

⁹ John W. Creswell, *Research, Design, Qualitative, Quantitative, And Mixed Methods Approaches*, Third Edition,(Los Angeles University Of Nebraska-Lincoln, 2009), p. 185

¹⁰ *Ibid.*, p. 185-186

(complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.

5. Interpretation

A final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories. ¹¹

¹¹ *Ibid.*, p 187-189

CHAPTER IV
FINDING AND DISCUSION

A. Finding

The data was being gotten from observation and interview. For interview about assessment, researcher did observation more long time. Especially on the test kinds of formative, summative and diagnostic assessment. Below is observation result of this research.

1. Type of assessment of English in Merdeka Curriculum for English Subject at Junior High School Rajang Lebong

There are some types of English language assessment used by the teacher at Merdeka Curriculum. The data below are the from the observation toward 4 subject in this research. Researcher observed about type of the assessment used by English teacher in merdeka curriculum. They are following:

Table 4.1
Type of Assessment

Teacher	Observation	Interview	Documentation
1	In formative: Tasks/ exercise from students' paper work (LKS), speech contest, debating, online exercise via Android	Teacher used LKS for test students understanding, in project teacher speech contest, debating Teacher used	<ul style="list-style-type: none"> - Using LKS - speech contest, debating - exercise base android

		android exercise	
		53	
	In summative: Mid and Semester assessment. as making English Mading (Majalah Dinding), composing the story or text, drama (group technique) The teacher give remedial to students and did peer correction	<ul style="list-style-type: none"> - Mid - Mading - Composing the texts - Remedial test - Peer correction 	<ul style="list-style-type: none"> - Mid - Mading - Remedial test - Peer correction
	Diagnostic: Pre test	The item was difficulties so teacher will arrange the test for the next section, give motivation and guide students on the low achievement.	- Pre test

		By giving addition task as manner to give more understanding toward sub material. Then, most of teacher did not use diagnostic	
2,3,4	In formative Task/exercise each of meeting, give correction toward the mistake, teacher give project	Teacher give task, discussion of the task and give the project	- Task - Project
	In summative: MID and Semesters assessment and project assessment	- Mid - Semester	- Mid
	Diagnostic -	-	-

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2. The Teachers implement the assessment of English subject in Merdeka Curriculum

The implement of assessment of English Subject in Merdeka Curriculum. It was applied for 2 junior high school at Rejang Lebong Regency. They are SMPN 2 Rejang Lebong, SMPN 4 Rejang Lebong

a. Formative assessment

Formative assessment is one of type important assessment to know students understanding toward the material was taught by the teacher especially in merdeka curriculum. As following interview results to the English teachers at Rejang Lebong. Teacher explain the concept of formative assessment that is carried out simultaneously with the ongoing learning process in your teaching.

“In my teaching, I always did assessment for each meeting. Every final lesson I always give task. Then I did more various types in order it can avoid students’ boring. Then, sometime also I did task based android, performance like speech, debate and other”¹

“I always give exercise or task and sometime homework for students if it is possibly and I do it almost each meeting. Because I want to know how do their understanding?. The homework was given base on students’ paper work (LKS) and sometime in project form. The project form was divided in to techniques like individual and group”²

¹ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023,

² BP, Teacher SMPN 2 Rejang Lebong, interview at August 21th, 2023

“ We always give exercise or task when we know that the students understand toward that material. It aims to know how their understanding. The task on the end of learning usually on individual.”³

“Teacher often give task after learning process taken place. The task or assessments on two type such as in individual and groups, individual task we on LKS and the group is on project format”⁴

From that result teacher applied the exercise toward the English subject after the learning process finished. To access about it, teacher used some type of assessing students' understanding toward the material was taught. Such as exercise based android, performance like speech, debate and other, e homework was given base on students' paper work (LKS) and sometime in project form. The project form was divided in to techniques like individual and group. Additionally, teacher used project task format to assess the students understanding.

Next, teacher follow up on Formative assessment to provide treatment based on students' needs and improvement of the learning process. They were following:

“For following of the formative assessment, we need correct the students task kinds of written task and performance. Sometime in exercise we used peer correction in classroom. Then, in performance teacher gave some suggestion toward that task but in the project task gave some suggestions”.⁵

“I give feedback by give suggestion and correction towards students task both of individual task and project”⁶

³ LO, Teacher SMPN 4 Rejang Lebong, interview at August 12th, 2023

⁴ WN, Teacher SMPN 4 Rejang Lebong, interview at August 14th, 2023

⁵ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

⁶ BP, Teacher SMPN 2 Rejang Lebong, interview at August 21th, 2023

“Teacher gives them exercise then give them the right answers or discussing their answers front of the class”⁷

“We always give some suggestion and the feedback toward their task”⁸

Based on interview result above, teacher applied formative assessment by providing treatment based on students' needs and improvement of the learning process. Most of teacher give exercise on written task did correction and give feedback toward students' works. It aimed to make students know about that mistake and how the right answers about it. Then there is also teacher use peer correction at classroom as a forum discussion of that task or exercise. In performance task and project teachers give some suggestion and advise for them.

Then, teacher need kinds of techniques do teacher use in Formative assessment they were following:

*“I made a Community among understudies on Community among understudies by sorting out bunch work cycles to work on their capacity to associate among the gathering. The people group shaped just goes for the gold terms that are not for all time in the structure Community . It work the gathering would be reconstituted with an alternate part.”*⁹

*It likewise said constantly English teacher "in making the understudies Community teacher had understudies to cooperate in talking about material or give practiced covered the Community ".*¹⁰

*“yes, for doing the project automatically on two type like individual and group or community. Because we wanted to build the students' cooperative”*¹¹

⁷ LO, Teacher at SMP 4 Rejang Lebong interview at August 12th, 2023

⁸ WN, Teacher SMPN 4 Rejang Lebong, interview at August 14th, 2023

⁹ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

¹⁰ BP, Teacher SMPN 2 Rejang Lebong, interview at August 21th, 2023

¹¹ LO, Teacher SMPN 4 Rejang Lebong, interview at August 12th, 2023

It is like manner said continually English teacher "in making the students groups teacher had students to participate in discussing material or give rehearsed covered the group"¹²

Teachers made a Community between understudies by sorting out bunch work cycles to work on their capacity to associate among the gathering. Teacher s had understudies to cooperate in talking about material or give practiced covered the Community . So by working agreeable made their Community progressing.

Teacher used various techniques such as observation, performance (performance, product, project, portfolio), and tests in formative assessments. They were following interview result:

"Yes, We used performance techniques such as speech contest, debate, and other type performance. In spite of we used project assessment. It caused by in curriculum merdeka should be implement on 25% on project each of the lesson subjects. As a practical education we always try to implementation of that regulation and Insyallah we always consistent about it."¹³

" We used performance or practice students English skill such as speech contest, debate, writing practice such as composing the story and other ways"¹⁴ "Teacher used written assessment (test) and project"¹⁵

Teacher utilized execution strategies, for example: discourse challenge, discussion, and composing practice and making the text disregarding. Teacher utilized project evaluation. It brought about by in educational plan merdeka ought to be carry out on 25% on project every

¹² WN, Teacher SMPN 4 Rejang Lebong, interview at August 14th, 2023

¹³ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

¹⁴ WN, Teacher SMPN 4 Rejang Lebong, interview at August 14th, 2023

¹⁵ Teacher at SMPN 4 Rejang Lebong , , interview at August 12th, 2023

one of the illustration subjects. As a pragmatic training teacher generally attempt to execution of that guideline and they generally reliable about it.

Teacher did provide feedback or conduct Intervention to Follow-up formative assessment directly.

"I made sense of the material productively. To start with, instructing at the on time. Learning movement requires fixation, so it was handily ingested the material. That implies that learning can't be mixed with different exercises. Figure out the learning time understudies can made full fixation. Normally, every understudy has an alternate learning time. Second, learning agreeable . Learning in craze atmosphere is unimaginable. Assuming it is difficult to advance at home, attempt to find somewhere else that is peaceful and agreeable. Third, instructing incorporate materials and learning assets. School journals should be furnished with pertinent books assets. Further Learning in bunches is more powerful than alone. With each gathering can talk about or trade thoughts on illustration material examined. Also, it can impart the information to the gathering individuals."¹⁶

That's what the subsequent teacher said "For making sense of the material instructor ought to utilized effective in oversee time and amount of the material made sense of in study hall. It likewise ought to satisfy the points of marker in light of example plan."¹⁷

"We always give explanation and suggestion toward that students' task. Then make their enjoyable in leaning and give direct correction "¹⁸

"I always give suggestion and correction toward all of their task and project "¹⁹

It can be said that, there were some ways in explain the material efficiently for example teaching at the on time. Learning should on

¹⁶ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

¹⁷ BP, Teacher SMPN 2 Rejang Lebong, interview at August 21th, 2023

¹⁸ WN, Tacher at SMPN 4 Rejang Lebong, , interview at August 12th, 2023

¹⁹ LO, Teacher at SMPN 4 Rejag Lebong, interview at August 12th, 2023

enjoyable condition; teacher and school should had relevant recourses for learning such as books or textbooks of English lesson. Then teacher should use efficient in manage time and quantity of the material explained in classroom. It should fulfill the aims of indicator based on lesson plan too. That means the material should be planted in the meeting all of indicators in lesson plan per each meeting should be achieve. Then teacher always give some suggestion and correction toward the students task or project assessment.

Teacher prepared various instruments such as rubrics, anecdotal notes, checklists to record information that occurs during learning. Their statements were following:

“Various instrument used such as rubric of assessment toward student task and performance such as in speech contest and debate we need speaking rubric assessment but in written task we also need rubric of writing task. All of defend of context assessment were used and it is always prepared before.”²⁰

“we need the rubric based on the skill or exercise are used, such as in speaking performance we need speaking rubric assessment and other.”²¹

“Yes, we need note for students’ assessment. It indicate the students’ understand or not, how score they got? Sometime we write down their score on the book score transcripts ”²²

Teacher utilized different instrument utilized, for example, rubric of evaluation toward understudy undertaking and execution, for example, in discourse challenge and discussion we want talking rubric appraisal yet

²⁰ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

²¹ BP, Teacher SMPN 2 Rejang Lebong, interview at August 21th, 2023

²² LO, Teacher SMPN 4 Rejang Lebong, interview at August 12th, 2023

in composed task we additionally need rubric of composing task. All of guard of setting evaluation were utilized and it is constantly ready previously. The rubric in view of the ability or exercise is utilized, for example, in talking execution we want talking rubric evaluation and other. Instructor need note for understudies' appraisal. It demonstrates the understudies' comprehension. At some point teacher write their score on the book score records.

b. Summative Assessment

Summative carried out at the end of the scope of material to measure the competencies desired in learning objectives and at the end of the semester. The statements were following:

*“summative assessment aims to assess the achievement of learning objectives and Learning Achievements (CP) of students, as a basis for determining grade increases and/or graduation from educational units. Assessment of the achievement of student learning outcomes is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives”*²³

*The summative assessment did on the end semesters because wanted to know students understand all of the material as long as one semester”*²⁴

*“It is caused want to assess all of Competencies standard has been leaned for one semester”*²⁵

*“We want to know students' understanding on all of the material has been leaned for one semester”*²⁶

²³ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

²⁴ BP, Teacher SMPN 2 Rejang Lebong, interview at August 21th, 2023

²⁵ WN, Teacher SMPN 4 Rejang Lebong, interview at August 14th, 2023

²⁶ LO, Teacher SMPN 4 Rejang Lebong, interview at August 12th, 2023

From the interview result above summative evaluation intends to survey the accomplishment of learning goals and Learning Accomplishments of understudies, as a reason for deciding grade builds or potentially graduation from instructive units. Appraisal of the accomplishment of understudy learning results is done by contrasting the accomplishment of understudy learning results with the rules for accomplishing learning goal. It should realize understudies see the entirety of the material up to one semester and want to know understudies' comprehension on the material has been all inclined for one semester.

Teachers applied the assessment of various techniques such as portfolios, performance (performance, products, projects, portfolios), and tests. Their statement was following:

In summative assessment we just used test form. Where in that test cover all of the material in one semester. It was done be in conformity with other school at Rejang Lebong kinds of semester and UAS but know was be changed on US or Ujian Sekolah”²⁷

“Summative assessment was implied on test items, such as multiple choice and essay form which consist of some number items.”²⁸

“The summative assessment on the end semester of test items only.”²⁹

“The summative assessment just on test form on the final semesters”³⁰

²⁷ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

²⁸ Teacher at SMPN 2 Rejang Lebong, interview at August 12th, 2023

²⁹ LO, Teacher SMPN 4 Rejang Lebong, interview at August 12th, 2023

³⁰ WN, Teacher SMPN 4 Rejang Lebong, interview at August 14th, 2023

In summative assessment was applied on test format. Where in that test cover the entirety of the material in one semester. It was done be in congruity with other school at Rejang Lebong sorts of semester and UAS yet know was be changed on US or Ujian Sekolah. Summative appraisal was inferred on various decision and exposition structure which comprise of a few number things. It is on the end semester.

The summative results be followed up by providing feedback or doing 1 scope of material (consisting of several learning objectives). The statements were following:

“Yes, we applied remedial for students’ cannot get the KKM or Minimum Standard Score of English subject”³¹
“teacher let students to finish the remedial item test”³²
“.teacher inform about their score and the general mistake in that items”³³

From the interview result, teacher did feedback or doing 1 scope of material (consisting of several learning objectives). By applied remedial system. Teachers carrying out remedial activities are helping students who have difficulty understanding subject matter in order to achieve better learning outcomes. The purpose of remedial is no different from teaching in general, namely so that students can achieve optimal learning achievement in accordance with the standards that have been formulated. Thus, remedial teaching aims so that students who experience learning

³¹ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

³² BP, Teacher SMPN 2 Rejang Lebong, interview at August 21th, 2023

³³ LO, Teacher SMPN 4 Rejang Lebong, interview at August 12th, 2023

difficulties can achieve the expected learning outcomes through a process of improvement. In spite of teacher inform about their score and the general mistake in that items. It aimed to make students know about their understanding level.

c. Diagnostic Assessment

Diagnostic assessment one type of assessment should be applied in merdeka Curriculum. However not all of school especially in junior high school implement this assessment type. Just teacher at SMPN 2 Rejang Lebong has been implement it. Although it is not all of element or indicators of diagnostic element. The statement was following:

“Teacher developed assessment instruments to measure students' competencies; such as when that item was difficulties so teacher will arrange the test for the next section”³⁴

From that statement teacher measure and arrange the material for the next section which implied for the next semester in assign the material of English subject in teaching. Then, teacher identify the competencies to be taught, it was following

“ I identify which one competencies was difficult or not. If the competence was difficult I will design the material for more meeting for the next semester”³⁵

From that statement can be said that teacher did diagnose of the material based on students' major mistake and right answers from the

³⁴ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

³⁵ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023

formative and summative assessment has been done. From that result teacher can know about the level of difficulties. So it can be evaluated and suggestion for students toward some competence.

B. Discussion

1. Type of assessment of English in Merdeka Curriculum for English Subject at Junior High School Rajang Lebong

a. Formative assessment

Based on observation data most of teacher at rejang lebong used Formative: tasks/ exercise from students' paper work (LKS), speech contest, debating, online exercise via Android. Summative assessment : Mid and Semester assessment. as making English Mading (Majalah Dinding), composing the story or text, drama (group technique) The teacher give remedial to students and did peer correction. Diagnostic assessment : item was difficulties so teacher will arrange the test for the next section, give motivation and guide students on the low achievement. By giving addition task as manner to give more understanding toward sub material.

It is also supported by data interview that the teacher 1 and 2 said that "After learning process finished teacher give exercise mainly on the students' paper or LKS and the online task or assessment. Teacher used various techniques such as observation, performance (performance, product, project, portfolio), as well as tests. Such as teacher let students speaking in front of

class, presentation about their task. Teacher let students find out the material for the next meeting. The teacher use peer correction toward students task and discussed the right answers. Teachers make notice toward students' performance on presentation. In spite of, teacher correct the students' task and put on the score in the score transcript.”³⁶

From that statement can be said that after learning process finished teacher give exercise after teaching the material. Teacher let students make paper (group). Teacher gave correction about their mistake on task and discussing together at classroom Teacher make notice toward students' students' task and put on the score in the score transcript. In After learning process finished teacher give exercise mainly on the students' paper or LKS teacher let students speaking in front of class, presentation about their task. Then give some suggestion toward the mistake of task. Teacher made notice toward students' performance on presentation. In spite of, teacher correct the students' task and put on the score in the score transcript.

It was supported by documentation as following:

³⁶ SN, Teacher SMPN 2 Rejang Lebong, interview at August 14th, 2023,



Picture 1. Students did exercises from LKS

Based on observation data all of teacher used summative was included on MID and Semesters assessment and project assessment. It is also supported by teacher statement that teachers said Teacher measure the competencies desired in the learning objectives and at the end of the semester. The school did MID semester and Semester. The various techniques is performance implement on speech contest and debating. The product was implement of students' project such as making English Mading (Majalah Dinding), composing the story or text, drama (group technique). The teacher gives remedial to students. Teacher design of test items or question based on each of standard of competence. One of the example of documentation of summative assessment was teacher on project in drama perform.



Picture 2 Group task

Based on observation just one teacher used diagnostic test. Teacher used pretest to know about students' ability. Teacher identifies the competencies to be taught. Making notice the difficult competences and it will be indicate the feedback will be done. when some items were difficulties so teacher will arrange the test for the next section. Teacher make to notice which one students should be guided more.. Teachers give motivation to students and did interview toward students' problem. Do they need special guidance.

If the competence was difficult teacher will design the material for more meeting.

The diagnostics test was proven on test item below:

- | |
|--|
| 1. Jeremy usually _____ to school by bus but today his dad |
|--|

- _____ him. (GO, DRIVE)
2. How often _____ to the park for a picnic? (YOU GO).
 3. Northern California _____ a lot of rain during the wintertime but this winter it _____ at all. (GET, NOT RAIN)
 4. My sister often _____ in bed but today she is so tired that she _____ anything at all. (READ, NOT READ)
 5. Look to your right! Mary _____ her little sister to school. How sweet! (BRING)
 6. Mom can't help you right now because she _____ dinner. (PREPARE)
 7. The neighbours' boys always _____ to school late. (COME)
 8. My parents never _____ cigarettes in front of us. (SMOKE)
 9. I can't understand him because I _____ any French. (NOT KNOW)
 10. Mary _____ eating sweets. Every morning she _____ coffee with lots of sweets. (LIKE, HAVE)

According to Gede Sudirtha there are some type of assessment such as

formative, summative and diagnostic assessment.³⁷ From the finding and theory, writer can compare there is a different type are used such as not all of secondary or junior high school at Rejang Lebong implement all of the type assessment but just one school was implement.

2. The teachers implement the assessment of English subject in Merdeka Curriculum

a. Formative assessment

Teacher applied the exercise toward the English subject after the learning process finished. To access about it, teacher used some type of assessing students' understanding toward the material was taught. Such as exercise based android, performance like speech, debate and other, e homework was given base on students' paper work (LKS) and sometime in project form. The project form was divided in to techniques like individual and group. It supported by the documentation which showed that students used online exercise by android. It was supported by documentation below:

³⁷ I Gede Sudirtha, Asesmen Pembelajaran Paradigma Baru DiEra Merdeka Belajar, Program Studi Pendidikan Kesejahteraan Keluarga (Universitas Pendidikan Ganesha:2021), p. 35



Picture 4. Online exercise

Additionally, teacher used project task format to assess the students understanding. Next, teacher follow up on Formative assessment to provide treatment based on students' needs and improvement of the learning process. For example teacher need correct the students task kinds of written task and performance. Sometime in exercise we used peer correction in classroom. Then, in performance teacher gave some suggestion toward that task but in the project task gave some suggestions. Teacher used various techniques such as observation, performance (performance, product, project, portfolio), and tests in formative assessments. Such as speech contest, debate, and other type performance. It was proven by documentation bellow:



Picture 5 Speech contest



Picture 6 Discussion

In spite of teacher and students used project assessment. It caused by in curriculum merdeka should be implement on 25% on project each of the lesson subjects. Teacher did provide feedback or conduct Intervention to Follow-up formative assessment directly. Teacher prepared various instruments such as rubrics, anecdotal notes, checklists to record information that occurs during learning, like rubric of assessment toward student task and performance such as in speech contest and debate we need speaking rubric assessment but in written task we also need rubric of writing task. All of

defend of context assessment were used and it is always prepared before. The project form was on below:



Picture 7 Madding Project

b. Summative Assessment

Summative carried out at the end of the scope of material to measure the competencies desired in learning objectives and at the end of the semester. In summative assessment was applied on test format. Where in that test cover the entirety of the material in one semester. It was done be in congruity with other school at Rejang Lebong sorts of semester and UAS yet know was be changed on US or Ujian Sekolah.

c. Diagnostic Assessment

Diagnostic assessment one type of assessment should be applied in merdeka Curriculum. However not all of school especially in junior high school implement this assessment type. Just teacher at SMPN 2 Rejang Lebong has been implement

it. Although it is not all of element or indicators of diagnostic element. The statement was following: teacher measure and arrange the material for the next section which implied for the next semester in assign the material of English subject in teaching. Then, teacher identifies the competencies to be taught. Teacher identify which one competencies was difficult or not.

According to Gede Sudirtha indicator implement of assessment. For Formative: a) Formative assessment is carried out simultaneously with the ongoing learning process, which is then followed up to provide treatment based on students' needs and improvement of the learning process. b) Teacher can use various techniques such as observation, performance (performance, product, project, portfolio), as well as tests. c) Follow-up can be done directly by providing feedback or conducting intervention. d)Teacher can prepare various instruments such as rubrics, anecdotal notes, and checklists to record information that occurs during the learning process. For summative: a) summative assessment is conducted at the end of the material scope to measure the competencies desired in the learning objectives and at the end of the semester. b)Teacher can use various techniques like portfolio, performance (performance, product, project, portfolio), as well as tests. c) Summative results can be followed up by giving feedback or doing 1 scope (Stand of Competence) of material (consisting of a number of learning objectives). d) At the end of the phase, if needed to reinforce confirmation of learning outcomes, summative assessments can be conducted at the end of the

semester, focusing on the competencies learned during the semester and the learning process that has been carried out.

For Diagnostic Assessment; a) analyzing student learning outcomes reports (report cards) of the previous year's students. b) Identify the competencies to be taught. c) Develop assessment instruments to measure students' competencies d) Assessment instruments that can be used include Written/oral tests, Skills (product, practice), and Observation. e) If necessary, explore student information in aspects: family background, motivation, interests, learning facilities and infrastructure, and other aspects according to the needs of students/schools. f) Implementation of Assessment and processing of results. g) The Results of diagnosis become data/information for planning learning according to the stages of achievement and characteristics of learners.³⁸

³⁸ I Gede Sudirtha, Asesmen Pembelajaran Paradigma Baru DiEra Merdeka Belajar, Program Studi Pendidikan Kesejahteraan Keluarga (Universitas Pendidikan Ganesha:2021), p. 35

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Type of assessment of English in Merdeka Curriculum for English Subject at Junior High School Rajang Lebong

There are some type of assessment used by teacher in merdeka curriculum such as formative: tasks/ exercise from students' paper work (LKS), speech contest, debating, online exercise via Android. Summative assessment : Mid and Semester assessment. as making English Mading (Majalah Dinding), composing the story or text, drama (group technique), The teacher give remedial to students and did peer correction. Diagnostic assessment: item was difficulties so teacher will arrange the test for the next section, give motivation and guide students on the low achievement. By giving addition task, as manner to give more understanding toward sub material. Some school was not yet implemented of diagnostic assessment.

2. The Teachers implement the assessment of English subject in Merdeka Curriculum

First, Formative assessment was following: Teacher applied the exercise toward the English subject after the learning process finished. To access about it, teacher used some type of assessing students' understanding toward the material was taught. Such as exercise based android, performance like speech, debate and other, e homework was given base on students' paper

work (LKS) and sometime in project form. The project form was divided in to techniques like individual and group. Additionally, teacher used project task format to assess the students understanding. Next, teacher follow up on Formative assessment to provide treatment based on students' needs and improvement of the learning process. For example teacher need correct the students task kinds of written task and performance. Sometime in exercise we used peer correction in classroom. Then, in performance teacher gave some suggestion toward that task but in the project task gave some suggestions. Teacher used various techniques such as observation, performance (performance, product, project, portfolio), and tests in formative assessments. such as speech contest, debate, and other type performance. In spite of we used project assessment. Second, Summative carried out at the end of the scope of material to measure the competencies desired in learning objectives and at the end of the semester. In summative assessment was applied on test format. Where in that test cover the entirety of the material in one semester. It was done be in congruity with other school at Rejang Lebong sorts of semester and UAS yet know was be changed on US or Ujian Sekolah. Third, Diagnostic Assessment Just teacher at SMPN 2 Rejang Lebong has been implement it. Although it is not all of element or indicators of diagnostic element.

B. Suggestion**1. Teacher**

Teacher should use all of type assessment were produced by merdeka curriculum and improve their understanding toward assessment of merdeka curriculum.

2. Students

Students should sportive for do and finish their test such as on formative, summative and diagnostic.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 FAKULTAS TARBİYAH
 PROGRAM STUDI TADRIS BAHASA INGGRIS
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**BERITA ACARA
 SEMINAR PROPOSAL SKRIPSI TADRIS BAHASA INGGRIS
 IAIN CURUP**

(Dist oleh mahasiswa setelah seminar proposal)

Mahasiswa			Dosen Pembimbing			
Nama lengkap	: Dhea Mizda		Dosen pembimbing 1			
NIM	: 1955106		Nama	: Dr. Prihantoro, M.Pd		
Angkatan	: 2019		NIP/NIDN	: 197508202008011009		
Semester	: Depan (0)		Dosen pembimbing			
			Nama	: Jumatul Hidayah, M.Pd		
			NIP/NIDN	: 197802292002122002		
Judul Proposal yang diseminarkan:						
The Implementation of Merdeka Curriculum for Learning and Teaching English at Junior High School Rejang Lebong						
Pelaksanaan Seminar						
Waktu			Tempat		Jumlah peserta	
Hari	Tanggal	Jam	Ruang	Gedung	Mahasiswa	Dosen
Senin	17 April 2023	10:00 - 11:00	2	TBI	11	
Hasil Seminar						
Pertanyaan dan tanggapan yang relevan mengenai isi proposal						
Saran yang relevan dan penting untuk perbaikan proposal						
Tanda tangan						
Tanggal	Mahasiswa		Pembimbing 1		Pembimbing 2	
	17/2023 /09					
	Dhea Mizda					



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Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id.

Nomor : 36/0 Tahun 2023

- Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP
- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang diraksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahkan tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor: B-137/FT.5 /PP.00.9/05/2023
2. Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

MEMUTUSKAN :

- Menetapkan
Pertama : 1. **Dr. Prihantoro, SS., M.Pd** 19750820 200801 1 004
2. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Dhea Mizela

N I M : 19551016

JUDUL SKRIPSI : The Implementation of Merdeka Curriculum for Learning and Teaching English at Junior High School Rejang Lebong

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 23 Mei 2023
Dekan,





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26 Mei 2023

Nomor : 426 /In.34/FT/PP.00.9/05/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Dinas Penanaman Modal Dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Dhea Mizela
Nim : 19551016
Fakultas/Prodi : Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi : Implementation of Merdeka Curriculum for Learning and Teaching
English at Junior High School at Rejang Lebong
Waktu Penelitian : 26 Mei - 26 Agustus 2023
Tempat Penelitian : SMPN 01 Rejang Lebong, SMPN 02 Rejang Lebong, SMPN 03 Rejang Lebong,
SMPN 04 Rejang Lebong, SMPN 05 Rejang Lebong

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerja sama dan izinnnya diucapkan terima kasih

A.n Dekan



Tembusan disampaikan Kepada :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/ 204 /IP/DPMPTSP/V/2023

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 426/In.34/FT/PP.00.9/05/2023 tanggal 26 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Dhea Mizela/ Embong Uran, 10 Juli 2001
NIM : 19551016
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian : The Implementation of Merdeka Curriculum For Learning and Teaching English at Junior High School at Rejang Lebong
Lokasi Penelitian : SMPN 01, SMPN 02, SMPN 03, SMPN 04, SMPN 05 Rejang Lebong
Waktu Penelitian : 31 Mei 2023 s/d 26 Agustus 2023
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 31 Mei 2023

Pit Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



AGUS, SH
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Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPN 01, SMPN 02, SMPN 03, SMPN 04, SMPN 05 Rejang Lebong
4. Yang Bersangkutan
5. Arsip



PEMERINTAHAN KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 REJANG LEBONG
SEKOLAH ADIWIYATA AKREDITASI "A"
Jalan Perbo Curup Utara Tlp. 0732-23165 e-mail : smpn1cu@gmail.com



SURAT KETERANGAN PENELITIAN

No : 421.3 / 001 / PL / SMPN 4 RL / 2023

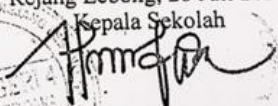
Yang bertanda tangan dibawah ini Kepala SMP Negeri 4 Rejang Lebong, dengan ini menerangkan bahwa:

Nama : DHEA MIZELA
Tempat Tanggal lahir : Embong Uram, 10 Juli 2001
NIM : 19551016
Program Studi : Tadris Bahasa Inggris (TBI)/Tarbiyah
Tempat Penelitian : SMPN 4 Rejang Lebong
Jadwal Penelitian : 31 Mei 2023 s/d Agustus 26 Agustus 2023

Nama tersebut diatas adalah benar-benar telah melaksanakan kegiatan penelitian dengan judul **"The Assaement Of English Language Teaching In Merdeka Curriculum At Junior High School At Rejang Lebong"**.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Rejang Lebong, 28 Juli 2023
Kepala Sekolah


PARIDA ARIANI, S.Sos. M.Pd
NIP. 19720610 199203 2 007





IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Dhea Mizela
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 FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Pehantara, SS., M. Pd.
 PEMBIMBING II : Junaidi Hidayah, M. Pd.
 JUDUL SKRIPSI : The Assessment of English Language Teaching in Madrasah Cendekia Junior High School of Rejang Lebong.

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Diajarkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



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KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Dhea Mizela
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 PEMBIMBING II : Junaidi Hidayah, M. Pd.
 JUDUL SKRIPSI : The Assessment of English Language Teaching in Madrasah Cendekia Junior High School of Rejang Lebong.

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I, *[Signature]*
 Dr. Pehantara, SS., M. Pd.
 NIP. 1975 08 10 2008011009

Pembimbing II, *[Signature]*
 Junaidi Hidayah, M. Pd.
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DOCUMENTATION



Interview



Interview



Interview

BIOGRAPHY



The researcher's full name is Dhea Mizela. Her nickname is Dhea. She was born in Lebong, Bengkulu on July, 10th 2001. She lives in Embong 1, Lebong. She is the first daughter of Mr. Ibnul Arabi and Mrs. Mirhayati. She has a sister whose name is Faizah Fadhila. She finished her elementary school at SD Negeri 72 Lebong in 2013. Then she continued her studies to MTs Negeri 01 Lebong in 2016.

Next, she graduated from SMA Negeri Lebong in 2019. It didn't stop there, she continued her studies at State Islamic Institute of Curup (IAIN Curup) and chooses English Tadris Study Program in Education (Tarbiyah) Department. Alhamdulillah hirabbil 'alamin, she has done her study successfully and has followed the last examination. Another words, she finished her 'Sarjana' degree (S-1) in this year (2023).